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The Analyze-Involve-Model (AIM) Soccer Coaching Process

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Submitted to the Program of Organizational Dynamics in the Graduate Division of the School of Arts and Sciences in Partial Fulfillment of the Requirements for the Degree of Master of Science in the Organizational Dynamics at the University of Pennsylvania

Advisor: Charline Russo

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Abstract

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Disciplines

Organizational Behavior and Theory

Comments

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SOCCER COACHING PROCESS

by

Rob Irvine

Submitted to the Program of Organizational Dynamics
in the Graduate Division of the School of Arts and Sciences
in Partial Fulfillment of the Requirements for the Degree of
Master of Science in the Organizational Dynamics at the
University of Pennsylvania

Philadelphia, Pennsylvania

2012

ABSTRACT

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Lastly, this paper would not have been possible without the 10 impressive coaches who graciously gave their time to this study. Upon reflection, as much as I was aware of their coaching expertise, I became more impressed with the exceptional quality of their character. Each coach provided such rich insight into their lifestyle. Coaching is a lifestyle; it is a way of being in the moment. These people provided me with a special moment. Thank you.

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CHAPTER I

INTRODUCTION

“Be brief, be clear, be gone”—a simple coaching philosophy that has stayed with me since my first formal coaching experience in the United States Soccer Federation’s coaching accreditation program. The coaching accreditation program for me, as well as many others, is the introduction into the theoretical world of sports coaching. Through a combination of formal and informal coaching experiences, coaches develop their own coaching philosophy. This has been my development as a soccer coach as well. Seemingly, through a blend of coaching school programs, experiential opportunities, observation, and a significantly influential academic experience at Penn I, too, have developed my own coaching approach.

This study introduces a framework that effective soccer coaches work from and presents it as a model— the Analyze-Involve-Model (AIM) Soccer Coaching Process. The AIM Soccer Coaching Process is a continuous cyclical model that focuses on the interconnected themes of Analyze, Involve, and Model. Developed from an analysis of 10 qualitative interviews with elite men’s soccer coaches as well as paramount themes from sports coaching literature, this model serves to fill a void in the sports coaching literature – a model for soccer coaching. This study also explores an area in sports coaching research that has not received much attention, specifically an understanding of the coaching process through qualitative research investigating coaches’ philosophies, behavior and motives.

This paper is intended for the serious, dedicated sports coach. Although this study explores coaching from the perspective of high-level men’s soccer coaches, I

believe the AIM Soccer Coaching Process can be applied across sports and across genders since the model describes a general coaching approach. However, the scope of this paper does not address the inherent differences in coaching other sports or coaching female athletes. In addition to exploring soccer coaching from a male point of view, that is men coaching males, it also focuses on a North American perspective. All coaches interviewed for the primary research of this paper are males based in North America, or males who have spent a significant amount of their life honing their coaching craft in North America. Further research should assess whether the AIM Soccer Coaching Process can be applied globally as well as across cultures. The term ‘high-level’ is applicable to this paper since interviewees ranged from national team coaches to NCAA Division I men’s college coaches. For this reason, coach and player will be referred to in the male gender throughout this paper.

Sports Coaching

Sports coaching can be interpreted from many different perspectives. On the surface, coaching is a dynamic process involving the observation, assessment, creation and implementation of a plan of action, and reassessment (Lyle and Woodman in Côté et al, 1994). My experience at the USSF coaching school emphasized this philosophy. This is where I begin this study of soccer coaching. Coaching is also a course of action that requires insight and judgment based on a coach’s knowledge base. I will review the literature on coaching knowledge and its acquisition, identifying formal and informal learning opportunities that coaches use as they develop their coaching expertise.

An even broader perspective examines sports coaching as a humanistic activity. My experiences with soccer coaching are replete with examples of the unique interaction with players—from a player and coach perspective.

As a player, I was limited. “Waddling” down the field as opposed to “gracing” the field was probably an accurate description of my athletic ability. You know it is accurate when that’s your mother’s evaluation! Yet my technical and cognitive abilities as a player were good enough to be considered for the Canadian National Under 17 Team. My chances of being selected for the U17 National Team didn’t initially appear strong when I wasn’t included in the team’s two foreign training camps prior to the 1991 FIFA U17 World Cup CONCACAF Qualifying Tournament. Fortunately, I was selected for the final preparatory training camp held in Mexico City immediately ahead of the U17 World Cup Qualifying Tournament. Already happy to be included in the team, my excitement spiked when I scored on a 20-yard volley against the Mexican professional club Puebla’s Youth team during a friendly. After the game, we were told to report to the coach’s hotel room for feedback.

Two handwritten pages of a detailed match report taped to the head coach’s door constituted feedback by that Canadian National U17 head coach. No meeting was held. No individual meetings were conducted. Feedback was a handwritten match report. This occurred throughout the rest of the training camp and into the World Cup Qualifying Tournament held in Trinidad and Tobago. The minimal feedback matched the performance in our three U17 World Cup qualifying games— one out of nine possible points. We missed an opportunity to be our best, to do our best. Upon reflection, his

inability to get the most out of us might be attributed to his neglect in building relationships with players.

A critical aspect of sports coaching is the coach's ability to analyze the situation. Through continuous reflection upon past experiences as well as identifying influential factors of the moment, a coach is able to develop a perspective or analysis of the situation. Involvement is another critical aspect of sports coaching. Building relationships is one example of coach involvement that appears to be very influential in sports coaching as well as leadership in all areas of life. Effective coaches make relationships a priority and invest their time to genuinely understand their players and staff. Relationship building allows the coach to become connected and involved with his players. Becoming involved in the processes of the team creates a sense of ownership in a person's work. Along with involvement, modeling, or leadership by example, is another critical aspect of sports coaching. Ideally, effective coaches should model the required behavior both on and off the field. In order for involvement and modeling to be appropriately applied, the coach needs to continuously maintain an accurate analysis of the situation. Through a review of the sports coaching literature and a study of the primary research conducted in this paper, the introduction of the AIM Soccer Coaching Process demonstrates these three critical aspects of sports coaching— Analyze, Involve, Model.

This study begins with a review of the literature. Intentionally, the literature review is broad in scope, for it provides a perspective of coaching approaches and philosophies from both outside and inside soccer coaching. The literature review begins with a discussion of organizational leadership styles. The education of the coach is

explored through coaching competencies, learning styles, and pathways to coaching. The acquisition and application of coaching knowledge are also included. Both the teaching-learning process and relationship building are examined within the coaching process. Five theoretical models of sports coaching, including one from the soccer perspective, are summarized and discussed.

Chapter 3 outlines the methodology for the primary focus of this study. In addition to outlining the procedure followed for conducting the study, a brief summary of the levels of coaching is discussed. An explanation and summary of the Grounded Theory approach is included. Chapter 4 explains how the application of Grounded Theory was used to analyze the data. Responses to the interview questions highlighting three central themes that emerged from the study and formed the AIM Soccer Coaching Process are presented and discussed.

Chapter 5 introduces the AIM Soccer Coaching Process. The discussion begins with a comprehensive summary as well as a schematic of the model demonstrating the relationship between three central elements—Analyze, Involve and Model. A review of each element includes the three pillars within the element and explores the inter-relatedness of each pillar and the three elements. Examples of Analyze-Involve-Model are included in the discussion

In Chapter 6, I begin with the discussion of the limitations of the study as well as implications for further research. The interconnected relationship of the elements of the model and the influence of each element's underlying pillars are discussed. The lessons learned reflect on the evolution of this study including a brief synopsis of

coaching being considered an art. Finally, the conclusion summarizes the use of the AIM Soccer Coaching Process and describes the journey of this capstone study.

CHAPTER 2

LITERATURE REVIEW

The sports coaching literature includes a broad scope of areas, including the role of the coach, coaching leadership, and tools and techniques of effective coaches. The majority of literature and studies focus on sports in several different settings. However, as there is a dearth of research specific to soccer coaching, this literature review will include studies in related sports which provide insight and consideration for the soccer coach. The focus of this study is an analysis of the practice of coaching soccer at the youth, college, and professional levels in order to develop a model for effective soccer coaching.

Beginning with a brief overview of the sports coaching literature and the soccer-specific coaching literature, the review includes an exploration of the literature on effective coaching and the key elements of the coaching process. The literature on organizational leadership styles, including Hersey and Blanchard's (Blank et al, 1990) Situational Leadership and Fiedler's (Ashour, 1973) Contingency Theory and their relationship to sports coaching is explored.

The education of a coach is explored through the literature on coaching competencies, learning styles, pathways to coaching, the acquisition of coaching knowledge, and application of that knowledge to coaching. An examination of the teaching-learning process is examined in relation to the role of the coach as teacher, connecting coaching knowledge, knowledge transfer and learner development through teaching.

An exploration of relationship building and its role in the coaching process is identified as the foundation upon which the coaching process is built. Coaching built on

strong relationships at the individual, athlete, and team levels is identified as critical for successful coaching.

The theoretical constructs of sport coaching, the models of coaching, are explored and five models of coaching are presented. The review of the literature indicates that the process utilized by coaches in their coaching model is influenced by different contextual factors. A brief summary of a soccer-coaching framework that proposes a socialization of knowledge is presented.

The final section of the literature review is a summary of the central points of the key elements of coaching and coaching models, as indicated in the literature. Balancing the complex dynamic of coaching, identifying the key elements, skills, knowledge and styles across sports coaching, this study will suggest a potential model for effective soccer coaching at the youth, college, and professional levels.

Sports Coaching Literature

Overview

From 1970 through 2008, there are 872 published articles on sports coaching; 113 of these articles focus specifically on coaching expertise or effectiveness. In a broad sense, coaching effectiveness can be defined as the ability of the coach to meet athletes' needs and goals within a specific coaching context (Côté, 2009). In a review of the sports coaching literature, it is clear that coaching is very idiosyncratic; the pathway and development for one coach can be dramatically different from another. Coaches themselves believe that there is no definite set of principles to follow in their profession (Bloom, 1997). However, no sports studies have directly studied coaching greatness

(Becker, 2009). The absence of studies on coaching greatness could be attributed to the ambiguity of defining greatness. For example, greatness could be defined simply by a coach's won-loss record or more indistinctly by the ability to positively affect others.

There is also debate concerning the perspective of coaching literature. Jones and Wallace critique sport coaching literature by ascertaining that research does not portray the dynamic complexity inherent in the coaching context (2005). They suggest that some frameworks and models over simplify the coaching process. Furthermore, they believe that the majority of research is focused on good practice at the expense of acknowledging and examining the complex nature of coaching (Jones and Wallace, 2005). As we shall see later though, soccer coaches approach their coaching education by identifying both good and bad practices and applying as deemed appropriate.

This review of the literature explores effective coaching within the high performance context. While defining greatness in a coaching context might prove challenging, there is valuable research on effective coaching (Becker, 2009). Sports coaching models have roots within leadership, expertise, motivation, and education theoretical frameworks (Côté, 2009). As sports' coaching borrows from other disciplines, sharing of information and application also occurs within particular sports. Within the soccer community, there appears to be culture of shared knowledge. Yet ironically, minimal information is known about the workings and practices of top-level soccer coaches (King and Kelly in Potrac et al, 2007), suggesting that this lack of material is influenced by British soccer's coaching culture of domination, power, and fear (Potrac, 2007).

Soccer-specific literature

Despite the broad scope of sports coaching literature, there remains a scarcity of research examining the behavioral processes of professional soccer coaches (Smith & Cushion, 2006). Of the soccer-specific research conducted to date, there are a few unique works that need to be identified. In 2002, Potrac, Jones, and Armour (2002) examined the coaching of a top-level English professional soccer coach through a blend of systematic observation and qualitative interviews. They found that an interdependent relationship exists between role, interaction, and power. The coach's behavior was heavily influenced by his aspiration to meet the perceived expectations of a professional soccer coach.

In a related study, the same three researchers furthered their earlier work and took a case study approach, examining the life of a 48-year-old English professional soccer coach. Central to the authors' approach is their belief that to understand the profession of coaching, an analysis of the knowledge bases is required (Jones et al, 2003). The case study attempts to show that an understanding of a coach's knowledge and its application can only be comprehended after an examination of coaches' professional and social worlds, as perceived by the coach. In this specific study, the coach acted according to the beliefs and behaviors he thought represented a coach. In their experience as former players, coaches have an already established meaning of the soccer coaching culture. In effect, the coaches are already "socialized into the ways of acting prior to the advent of formal training" (Jones et al, 2003, p.215).

Building upon their work from 2002, Potrac, Jones, and Cushion progressed to systematically observe the coaching behavior of four professional English soccer

coaches. This study focused on how professional coaches work in the training environment. The study provides useful insight into the pattern of systematic coaching behaviors professional soccer coaches exhibit. Although this research provides insight into soccer coaching behavior, there appears to be a need for more exploration of soccer coaching theory. Since there doesn't appear to be enough 'bottom-up' practical research, theoretical work in soccer coaching is underdeveloped (Lyle in Potrac et al, 2007). In addition, gaps remain in the comprehension of the social dynamics that sway and interrupt the relationships between coach, player, and clubs (Cushion, Armour, and Jones; Jones, Armour and Potrac; Potrac and Jones in Potrac et al, 2007, 35). Potrac contends that the majority of coaching research focuses on the systematic observation of the instructional strategies of coaches through quantitative description (2002). Clearly, more study into the framework of effective soccer coaching is needed.

Effective Coaching Literature

Rightly or wrongly, evaluation of sports coaching effectiveness has focused on competitive performance results (Knowles, 2006). Of all sports coaching literature to date, Côté provides a comprehensive summary of coaching effectiveness. Coaching effectiveness is:

“The consistent application of integrated professional, interpersonal, and intrapersonal knowledge to improve athletes' competence, confidence, connection, and character in specific coaching contexts” (Côté, 2009, p.316).

This definition incorporates three components: coach's knowledge, athlete's outcomes, and context. Professional knowledge is identified as the significant body of specialized information needed to be a coach. This knowledge encompasses sport-

specific, sports sciences, educational, and procedural knowledge (Côté, 2009).

Interpersonal knowledge is content based on systems of social interactions. These social interactions include relationships with athletes, parents, assistant coaches and support staff, as well as other coaches. Intrapersonal knowledge is the recognition and ability for introspection and reflection. Healthy application of all three sources of knowledge provides the coach with the ability to influence the athlete.

The second component, the athletes' outcomes, includes the four C's of competence, confidence, connection, and character. As measured by different performance indicators, coaching has the most impact on an athlete's level of competence (Côté, 2009). An athlete's confidence, connection, and character are significantly influenced by a coach's knowledge and behavior; thus a supportive climate is critical. Servant Leadership, a relatively new concept of leadership that has application to coaching, is behavior that demonstrates trust/inclusion, humility, and service. The Servant Leadership literature in sports indicates that coaches who produce robust athlete outcomes also appear to have strong professional, interpersonal, and intrapersonal knowledge (Côté, 2009).

The third component of Côté's coaching effectiveness definition is Context, referring to the setting. Côté's research indicates that coaches are involved in either participation coaching or performance coaching. Participation coaching does not emphasize competition since the athletes are less engaged. Thus, the coach emphasizes athlete enjoyment. Performance coaching involves a highly intensive coaching plan and application since these athletes are committed with a focus on competition. The review of

the literature in this paper examines effective soccer coaching within the context of performance coaching.

Key Elements of Coaching

Introduction

“If your actions inspire others to dream more, learn more, do more and become more, you are a leader.” John Quincy Adams

Leadership behavior provokes many different perspectives. In competition or away from the performance environment, leadership is a critical element of effective coaching. However, debate remains whether effective leadership is matching the leader’s approach to the situation or adjusting the leader’s approach to the situation. In this discussion of the Key Elements of Coaching, leadership and its application in sports is reviewed.

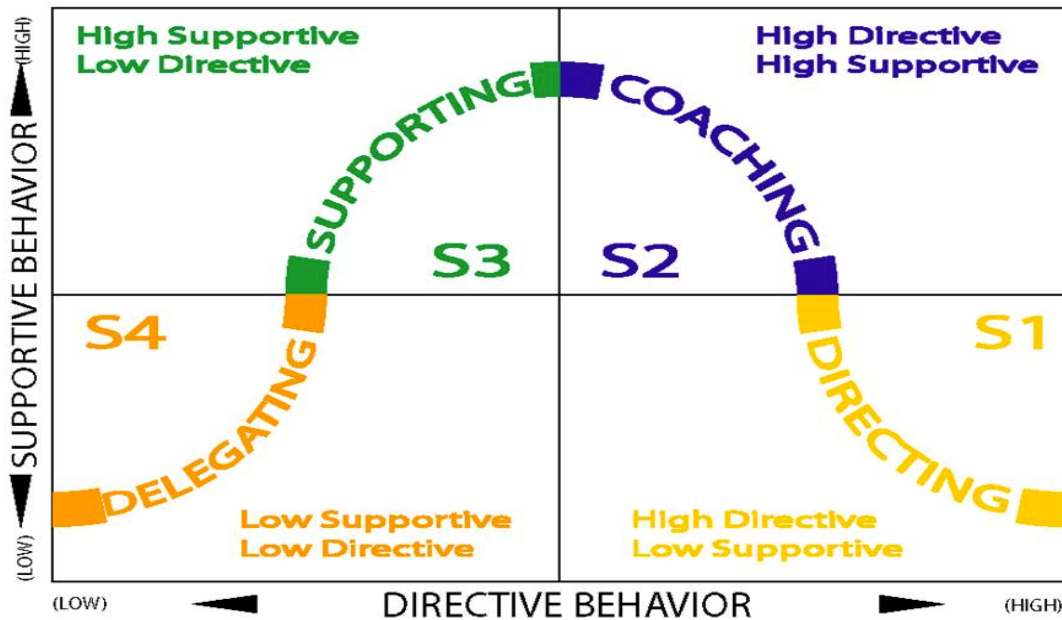
For the purpose of this study, two theoretical approaches to leadership are presented. Situational Leadership Theory is a framework from an individual perspective. It is applied to soccer coaching in terms of the coach’s approach to individual players. Extending the situational theory approach, the contingency model argues that different leader behaviors are needed in different situations. The Contingency Model examines leadership based on task and relationship behaviors as well as the leader’s positional power. It might be argued that the contingency model is better applied to the group, or team, environment. A brief description of an application of leadership theory as presented in the Leadership Scale for Sports is also included.

Situational Leadership

Developed in the 1960s by Paul Hersey and Kenneth Blanchard, Situational Leadership Theory (SLT) centers on leaders' task and relationship behavior (Blank et al, 1990). SLT examines the approach of applying a mix of directive and supportive behaviors to the readiness of followers who perform specific functions (Hersey in Schermerhorn, 1997). SLT examines how a leader moves the individual from being dependent to independent. However, for the follower's progression to occur, the leader's approach needs to match the follower's maturity level. Maturity is defined as the psychological maturity and the ability level, or the readiness, of the follower in terms of work knowledge, skills and ability (Blank et al, 1990).

There are four main styles in Situational Leadership: Directing, Coaching, Supporting, Delegating. Depending on the followers' maturity level, the leader uses either task or relationship behavior. When the follower has a very low readiness level, the leader applies a Directing or Telling style, characterized by one-way communication between the leader and follower (Schermerhorn, 1997). The leader displays a high task/low relationship approach. Detailed instruction of tasks is communicated to followers who are at a low readiness level. The Coaching, or Selling style, uses a high directive approach along with some socio-emotional support (Schermerhorn, 1997). At this stage, the leader uses two-way communication to show the implications for successfully accomplishing directed tasks.

Figure 1: Situational Leadership Approach



<http://resume.mywebtraining.net/images/SituationalLeadership.jpg>

As the follower develops maturity and ability, the leader moves to more relationship behavior. In this Supporting or Participating level, the leader involves the follower in decision-making through two-way communication (Schermerhorn, 1997). The last stage of the model progresses to the Delegating style where the leader exercises low relationship/low-task behavior. At this phase, the follower is highly ready in ability and maturity. Followers are given the responsibility of directing their own behavior (Schermerhorn, 1997). For example, after demonstrating thorough knowledge and application for the game, an assistant coach might be entrusted to direct the team's training sessions.

Contingency Model

Developed by Fred Fiedler in the late 1960s, the Contingency Model examines leadership from a situation perspective. The Contingency Model maintains that task-oriented leaders perform better in both very favorable and very unfavorable situations (Ashour, 1973). Relationship-oriented leaders, on the other hand, perform better within intermediate levels of favorableness. Favorableness is defined along three dimensions. The leader-member dimension is the leader's perspective of the member's reaction towards the leader and the leader's own reaction towards the role of the leader. For example, the coach might assess the team's responsiveness to his instruction and thus judge his strength of relationship with the team.

The second dimension, task structure, incorporates goal clarity, decision variability, solution specificity, and goal path multiplicity. A coach's detailed planning and organizing are essential for the team to understand how his work affects the process of goal achievement. The third dimension, position power, is the extent to which the leader has reward, coercive, legitimate, and expert knowledge power or skills that the group does not possess. A coach with weak positional power might be an interim coach or a coach on an unsuccessful team.

Aggregate effects of these three dimensions create a situation of favorableness. A very favorable soccer leadership situation is where the coach is well respected by the players (good leader-member relations), provides individuals with specific positional responsibilities (good task structure), and has the authority to buy and sell the team's players (strong legitimate power). On the other hand, a very unfavorable situation might be when the coach has a distant relationship with his players (poor leader-member relations), fails to instruct the players on roles and responsibilities (poor task structure),

and lacks the proper tactical knowledge to be effective at the required level (lacks expert knowledge power).

Leadership Scale for Sports

In 1978, Chelladurai developed the Multidimensional Model of Leadership that contends the effectiveness of leader behavior is contingent on the leader's and the members' similarity in preferences as well as the norms of the environment. As such, a coach would lead in a manner that was congruent with the needs of the team. Further refinement of the Multidimensional Model of Leadership resulted in the Leadership Scale for Sports (LSS) that describes five general approaches to coaching.

Chelladurai (1980) contends that Training/Instruction is one of the most important functions of the coach. This leadership behavior requires the coach to train the athlete/team and provide instruction to help achieve maximum potential. Democratic behavior occurs when the coach encourages the athletes to be a part of the decision-making process. Coaches use the collective input of their teams when devising group goals. Democratic coaching behavior can also occur during performance and competition. The research of Beam et al (2004) found that college male, open-sport athletes (i.e. soccer) prefer a more democratic leadership behavior from their coaches.

Autocratic behavior is when the coach creates separation between himself and the team, stressing power, and requiring strict authority with decisions (Chelladurai, 1980). In this manner, coaches make all the decisions by themselves. This behavior assumes the coach has the knowledge, experience, and belief that it is their responsibility to direct the athlete (Toros, 2010). In English professional soccer, coaches seem to prefer a more

authoritarian style. A study of a top-level English soccer coach indicated that the players had little influence in the decision-making process (Potrac, 2002).

Social support is leadership behavior that meets the interpersonal needs of the athlete. Providing social support can be done through direct coaching behavior or through creating a socially supportive climate. It is provided independently of athletic performance (Chelladurai, 1980). An example of social support is knowing the athlete on a personal level. Daily conversations about the athlete's life outside of athletics help create a relationship independent of performance.

Positive feedback behavior is critical in maintaining the motivation of athletes; however, it is only motivational if it is contingent on performance (Chelladurai, 1980). Positive feedback includes instruction and coaching that builds upon the athletes' strengths. This approach helps build athlete confidence as well as influencing a positive culture for it is through feedback that the coach can reinforce what players are doing well, while also correcting anything that the players can improve.

Ideally, leader behavior should be varied depending on the situation and the needs of the individual (Chelladurai, 1980). In fact, coaches often use different behavioral styles based on need. Coaching behavior that involves positive and informative feedback, training-instruction, and social support will increase athletes' motivation (Toros, 2010). Chelladurai's model shows that a coach's success is determined by their ability to apply leadership behavior that responds to a mixture of demands from the athletes, environment, and the coaches themselves (Vallée and Bloom, 2005). It appears that the research indicates that a situational leadership approach applies well to the role of sport coach.

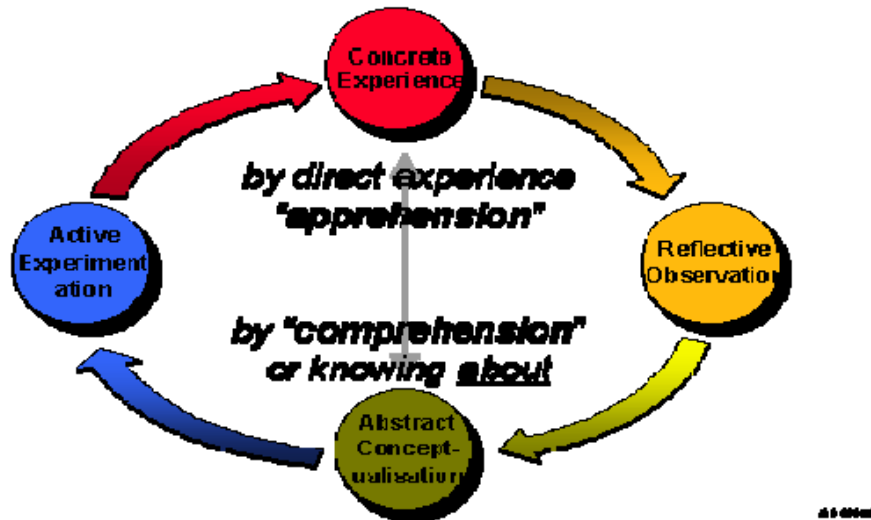
The Education of a Coach

Kolb's learning styles

Effective coaches work diligently at learning and self-development. The adult learning literature has relevancy in understanding the education of a coach. David Kolb's research on learning styles indicates that adult learning occurs through an interaction of doing and thinking. Kolb's research is based on experiential learning. Experiential learning proposes that the learner attains knowledge through a "creative tension among the four learning modes that is responsive to contextual demands" (Kolb & Kolb, 2005, p.194). The four modes of learning are distinguished by two modes of grasping experience-concrete experience (CE) and abstract conceptualization (AC) and two modes of transforming experience- reflective observation (RO) and active experimentation (AE). Kolb contends that learning occurs when the learner applies all four modes of learning.

Figure 2. Kolb's Experiential Learning Cycle

Two ways of knowing:



<http://www.learningandteaching.info/learning/experience.htm>

Kolb's theory is relevant to the examination of the education of a coach. For example, the concrete experience of running training sessions provides the soccer coach with opportunities for observation and reflection. After the training sessions, the coach might reflect back and evaluate how the exercises brought out teaching points within the game. These observations and reflections are assimilated into abstract concepts from which new implications for action are drawn (Kolb & Kolb, 2005). Then, the new implications are tested in further training sessions and guide in creating new experiences (Kolb & Kolb, 2005). Discussions with fellow coaches can also draw similar results. These new insights are then tested by the coach, in their own work, and help form new conceptions. Threaded through the education of the coach is the continuous cycle of coaching and learning. The experiential learning cycle is embedded within the competencies of coaching.

Competency of coaching

Pathway

The path to becoming a coach appears to be diverse. Based on quantitative research of Canadian university sport coaches, Erickson et al (2007) discovered five general stages that elite coaches progress through in their coaching development:

- Stage One: Begins at age six when the future high-performance coach begins diversified early sport participation;
- Stage Two: At age 13, starts to compete in their sport competitively;
- Stage Three: At roughly 19 years old, begins to participate in their sport at a highly competitive level while gaining some coaching experience;
- Stage Four: At age 24, usually ends their competitive career and begins to coach at a part-time level while engaged in some type of coach mentoring;
- Stage Five: The coach reaches the level of a high-performance coach.

There were some essential pre-requisites researchers discovered in the high performance coaches' career development. Past experience as an athlete in the sport coached and formal coaching, or mentorship, are important elements in the development of the high performance coach (Erickson, 2007). However, past playing experience at the elite level was not necessary to become a high performance coach. This finding addresses the need for the coach to attain knowledge required to coach at the elite level. One source of experience could be self-reflection. Reflection on past coaching and leadership experiences, allows the coach to gain knowledge from their own practices and behavior. In Kolb's model, this is reflective observation.

Past Playing Experience

Irrespective of their level of play, it appears that coaches' first lessons occur during their playing experience. The literature indicates that most coaches' common starting point was as an athlete (Trudel & Gilbert in Mallet, 2009). As a result, a soccer coach is likely to have learned incidentally about coaching during their past experience as

a player. Incidental learning takes place unbeknownst to the individual when the person is engaged in task accomplishment, interpersonal interactions, or trial and error experimentation (Marsick & Watkins in Mallet et al, 2009). Playing experience provides a solid foundation for understanding the game and is the concrete experience way of knowing in Kolb's model.

There is ongoing debate in the literature and in the field of coaching as to whether past playing experience at an elite level helps in the development of the elite coach. Carter (2009) suggests that prior experience at the elite level is a valuable source of knowledge acquisition. Proponents argue that elite level playing experiences are useful in helping form a coaching philosophy and approach to interacting with athletes. Coaches who played at the highest level have a direct understanding of the demands of the game. In Jones et al's work, the coach under examination consistently attempted to consider things through the players' eyes (2003). The coach considered an "intimate knowledge of the game vital for a top-level coach if he/she is to succeed" (Jones et al, 2003).

However, there are many elite level coaches who did not play at an elite level. In soccer specifically, successful European managers such as Jose Mourinho, Arsène Wenger, and Sven-Göran Eriksson never played at the elite level (Bridgewater, 2009). There is little practical research exploring the development of elite coaches who have surpassed their playing level. For coaches without elite level playing experience, it is important to ensure that knowledge is acquired through other means (Carter, 2009).

Although there is a scarcity of research examining the affect of past playing experience on coaching success, a soccer research study is worth noting. Bridgewater's

research of English soccer data from 1994-2007 shows that managers who played at a high level raise the productivity for teams with lower quality players by more than they would for teams with higher quality players (2009). For example, a former Premier League and international player is more likely to have a greater impact coaching in the lower divisions than the higher divisions (assuming that lower division teams have lower level players, as seen in their performance results). Interestingly, teams with higher quality players do not benefit as much from a manager who also had played at a high level. Instead, it appears that man-management skills are valued more than past playing experience, at the higher level.

Knowledge Acquisition

Though research of the effect of past playing experience seems inconclusive, it is apparent that playing experience does contribute to knowledge acquisition. At its essence, knowledge acquisition is individualistic. There is nominal research that discusses coaches' preferred sources of knowledge (Erickson, 2008). Moreover, with the exception of the incidental learning of coaching occurring during past playing experience, there is little evidence that supports a preferred sequencing of learning opportunities (Mallet, 2009). Thus, education is a cyclical process. In Bloom and Salmeal's research of expert Canadian coaches, results show that expert coaches have a pursuit for personal growth and knowledge acquisition, have a strong work ethic, communicate effectively, identify with players, and are effective teachers. Clearly, high performance coaches display a thirst for knowledge (Vallée and Bloom, 2005).

Learning Opportunities

Determining the manner in which a coach learns best warrants examination because learning occurs in different ways. Werthner and Trudel (2006) propose coaches have a cognitive structure influenced by three types of learning situations. Mediated learning is directed by another person. Coaching courses led by experienced instructors are examples of classic mediated learning. Unmediated learning opportunities are situations sought out by the individual. Unmediated learning tends to be important since the coach chooses something meaningful. A coach might read a sports psychology book with the intention of improving his knowledge of motivational techniques. Limitations of unmediated learning include the ability to learn by themselves, initiative to create new learning opportunities, and an awareness that the information exists (Werthner, 2006). Learning styles also influence learning opportunities and the preferences of the learner. For example, a visual learner would tend to prefer a demonstration of material as compared to a lecture presentation.

The third learning situation is internal learning. Self-reflection is an internal learning opportunity. For self-reflection to be useful though, the coach needs to question the suitability and objectivity of his knowledge (Werthner, 2006). For a positive learning experience to occur, intrinsic motivation, the degree of ownership of the process, the element of engagement, and the extent to which the learner can make sense of the learning, must all be present (Mallet et al, 2009).

Formal Coaching Education

Most coaches, at some stage, have experienced various forms of formal coaching education. Formal coaching courses are usually developed from a standardized core

curriculum where candidates achieve certification upon understanding of the content (Erickson et al, 2008). Typically, soccer-coaching courses feature lecture and demonstration components. Administrators of coaching programs control design, delivery, content, assessment tasks, and grading (Mallet, 2009). Instructors usually present the content in the form of one-way communication. In the professional development context, concepts are effective because they short-circuit and direct experiential learning (Abraham, 2006). Since assessment drives learning, the coaching candidate has minimal control over what is most advantageous to learn (Mallet, 2009). In effect, coaching candidates are spoon-fed information and expected to reiterate the same information in order to demonstrate competency.

Benefits of formal coaching courses include access to experts, formal assessment procedures, quality assurance measures, and recognition of achievement (Mallet, 2009). Other advantages are an increased perception of coaching effectiveness (Malete and Feltzin in Erickson et al, 2008) and a decreased rate in coach burnout, found from the instruction of stress management and coping strategies (Frey in Erickson et al, 2008). Mallet (2009) also proposes that formal education leads to the development of critical thinking skills. Though, it appears that formal coaching education may be more beneficial for certain levels of coaches. In their work with developmental level coaches, Erickson et al (2008) suggest that formal coaching education is more appropriate in the developmental context than the elite performance context. In Kolb's model, this is abstract conceptualization; this research appears to indicate that this learning style is more beneficial to coaches in their formative learning stage.

For elite coaches, large-scale formal coaching programs are ineffective (Cushion et al, Gould et al, Lyle, Trudel and Gilbert in Mallet, 2009). Nonformal learning opportunities are organized educational activities intended for teaching specific groups (Erickson et al, 2008). An example of a nonformal learning opportunity is a coaching conference. Though certification is not necessarily a component of coaching conferences, they are designed to reach a higher-level coach. Although coaching conferences are termed nonformal, Mallet argues that they should be considered less formal at best, since they are still structured and formal in manner (2009). Benefits of nonformal learning are authenticity, meaning, and contextualization while their limitations include lack of quality control, direction, feedback, and innovation (Mallet, 2009).

In general, limitations of formal coaching courses include a lack of interaction between coaches (Gibert et al in Erickson et al, 2008), and the inability to set down the density of coaching into a brief coaching science (Côté in Erickson et al, 2008). Overall, formal coaching programs do not provide enough practical experience and mentoring opportunities to coaching candidates (Carter, 2009). Applying Kolb's model, formal coaching courses do not provide enough opportunity for the experiential learning that coaches appear to prefer at this level of coaching.

Informal Coaching Education

For the high performance coach, informal learning opportunities appear to be the most beneficial way of furthering his coaching education; these are the opportunities that occur outside of the formal educational realm. While informal learning can be encouraged by an organization, it can also take place in an environment that is not normally considered to be conducive to learning (Marsick and Watkins in Mallet et al, 2009). For example, a soccer coach might learn management skills from observing an interaction between an employee and supervisor at a local coffee shop.

A form of informal learning is incidental learning. Informal learning is unguided. Individuals can consult any sources of information where they see benefit (Mallet, 2009). Yet, incidental learning is just one example of informal learning; other examples include experiential, mentoring, observation, and reflection. Before diving into the various examples of informal learning, Jones et al's case study work of a professional soccer coach provides an insightful comment of a soccer coach's knowledge acquisition:

You learn as you go along, you learn by experience. What I do has basically come from watching people I admire and people I don't admire a lot of times, but with a variation on the theme...you add variations of your own; I think that's how people learn (2003, p. 222).

Experiential

On-the-job learning provides a powerful form of coaching education. Through their direct experiences and the experiences of co-workers, coaches learn to identify and apply the required skills to be successful. Research studying elite coaches at the Queensland Academy of Sport in Australia shows that informal learning associated with performing daily work activities produce the greatest contributions to coach development (Mallet et al, 2009). This is in accordance with Werthner's research that argues that

formalized coaching learning venues are not as valued by coaches compared to their day-to-day learning experiences on the job (2006). Research at the professional soccer level found that experience is the basic material for constructing professional knowledge (Jones et al, 2003). These are excellent examples of Kolb's Active Experimentation and Concrete Experience learning styles.

Additionally, a significant amount of expert coaches' knowledge is obtained through reading books, experiences with sport scientists and other coaches, as well as experiences outside their sport (Abraham, 2006). In this respect, elite coaches realize that construction of professional knowledge is their own responsibility (Jones et al, 2003). Erickson et al found that coaches, who aspire to reach a higher level, prefer learning by doing, specifically more direct coaching opportunities (2008). Learning and knowledge acquisition occurs more frequently through direct experience and interaction with other coaches (Carter, 2009). Thus, mentoring programs should look to be considered as important components within coaching programs (Carter, 2009). High performing coaches look to seek out further experiential opportunities.

Mentoring

At its most personal level, mentoring is a one-on-one relationship, a form of guided learning where a master coach assists learning in an informal way (Mallet et al, 2009). In the case study of a professional soccer coach, mentoring and observing other coaches account for a significant amount of the coach's learning experience and appear to be especially important in the early stages of a new coach's career (Jones et al, 2003). Mentors can introduce the inexperienced coach to new areas of discovery.

Mentoring can also occur at the group level. Interaction with coaching peers as a knowledge source provides support for learning communities (Erickson et al, 2008). In the professional soccer coaching community, information cultures exist that socialize new coaches into the “perceived ‘good practice’ within the coaching role” (Jones et al, 2003, p.219). For neophyte coaches, Sage believes that an ‘organizational socialization’ occurs whereby “shared understandings regarding ideology and critical aspects of the occupation” are ingrained (in Jones et al, 2003, p.220). Overall, mentoring is an important use of facilitating coaching development (Bloom in Erickson et al, 2008).

Observation

Observation directly impacts a coach’s pool of knowledge (Carter, 2009). For the soccer coach, observation of a high-level training session is an ideal way to acquire knowledge. Here, the coach observes the behavior and instruction of the coach running the session. Bandura contends that “most human behavior is learned observationally through modeling; as from observing others, one forms an idea of how new behaviors are performed” (in Jones et al, 2003, p. 220). The observer can also learn from poor examples.

As Kolb demonstrated, Reflective Observation provides a valuable opportunity for comprehension and learning. For professional youth soccer coaches, watching and learning from other coaches was their most significant contributor to knowledge acquisition, involving both good and bad coaching practices (Smith & Cushion, 2006). It bears noting that distinguishing between good and bad coaching might depend on the observer’s frame of reference.

Reflection

Whether formal or informal, self-reflection allows the coach to identify the elements of his coaching repertoire that are effective and those which need adjustment (Carter, 2009). Forms of reflection vary; for sports coaching purposes, formal reflection could be written reflection, whereas informal reflection would be conversations with other coaches or athletes (Knowles, 2006). The timeliness of reflection can also vary. Coaches who use reflection-in-action, reflect during the act of coaching, knowing that any decisions change the nature of the experience; whereas, reflection-on-action is reflection after the event (Anderson et al in Knowles, 2006).

In addition to constructively evaluating training and match performance, reflection can also be used to manage energy, become engaged mentally, as well as to focus and think under pressure (Knowles, 2006). Despite the advantages of reflection, many barriers still exist to its consistent application, including the time required for meaningful reflection and the potential for focusing on the negative. Perhaps though, reflection across sports or in other similar fields could lead to valuable and applicable knowledge insight (Knowles, 2006).

From a professional perspective, reflection is an excellent tool in understanding one's own strengths and weaknesses. As Kolb demonstrated, Reflective Observation is an important learning style since it contributes to the development of abstract concepts from which new implications for action can be developed and then tested; possibly creating new experiences (2005). Jones et al found that self-knowledge of a coach's own strengths and weaknesses provided coaches with a proper perspective (2003). A coach's

ability to affect the learning and performance of his athletes is limited by the ability to assess his own emotions and regulate suitably (Thelwell et al, 2008). Thelwell et al propose that coaches who create stress for their athletes have low coaching efficacy as well as the inability to judge their own and others' emotions (2008).

Application of Knowledge

Irrespective of how a coach's knowledge is acquired, application of this knowledge is what defines the effectiveness of the coach. Effective coaches apply the correct information at the correct time. In this section, the coaching methods of planning and organizing, evaluating, and managing are presented. These coaching methods help establish credibility with athletes for the purpose of successful performance.

Planning and Organizing

Coaches plan and organize after a proper analysis of the situation. The content of high-performance coaches' training sessions appears to stress decision-making. Great coaches teach the details (Becker, 2009). Bloom et al propose that coaches at the elite team level seem to focus more practice time on tactical aspects of their sport (1999). Training sessions progress from simple to complex with the same theme emphasized in each exercise (Becker, 2009). For performance to be effective, well-planned training sessions must recreate the demands of the game. Therefore, game-like practices are necessary (Becker, 2009). In these training sessions, exercises should be conducted at game speed. Instruction needs to be specific, concise, and simple (Jones et al, 2003). Ideally, through the organization of game-like exercises combined with specific direction,

players are put through repetitive decision-making opportunities that encourage quick responses and creativity.

Evaluation

Analysis of performance is an essential part of the coaching repertoire. The two usual forms of performance analysis are ongoing performance analysis and end-of-season reviews (Abraham, 2006). Good coaching includes individual and team evaluations along a continuous spectrum throughout the season. Analysis is typically carried out through observation of the coach's expert eye and with video analysis software. Post-competition analysis should influence the weekly and daily planning for training (Bloom, 1997). Analysis leads to a decision-making approach.

Abraham found that expert coaches tend to apply a hierarchical and ordered nature of decision-making (2006). To illustrate, the coach starts with an initial idea for a solution; upon which, further ideas emerge that are influenced by importance and development of goals and plans. Even when analysis and evaluation prove inconclusive, decisions must still be made. In the end, coaches often embrace a "best fit" solution based on the consequences of alternatives. Often, decisions are made despite competing knowledge bases; coaches often allude to these as their 'difficult' decisions.

Manage

Proper management includes the management of players, as well as staff. Abraham's work on the coaching schematic found that expert coaches saw themselves as a program leader/manager since a significant part of their work involved leading a team of support staff and athletes, and dealing with human resource issues (Abraham, 2006). Much of a coach's work occurs within a specific social and cultural context and is linked to an extensive collection of other important people, including athletes, other coaches, and administrators (Potrac, 2002). Therefore, an understanding of other people's roles and especially personalities is useful.

A revisit to Bridgewater's work in English soccer shows that player management skills appear to vary according to the level of play. Bridgewater found that managers with added accumulated professional managing experience raise the productivity of better skilled players by more than that of less skilled players (Bridgewater, 2009). Bridgewater suggests that in high-pressure, high-performance work settings, coaches are required to manage the employees' egos. Applied to soccer, experienced managers are more likely to produce with higher paid teams because they're better able to manage the egos of well-paid players (Bridgewater, 2009). Furthermore, she proposes that relationship building benefits managers. Managers are more likely to augment the loyalty from star performers if they take time to learn what matters most to those players (Bridgewater, 2009). Finally, player management can also be influenced by other means. Passion, inspiration, and enthusiasm are all essential tools that need to be applied when athletes experience performance let-ups or fatigue (Becker, 2009). Through pushing, prodding, and encouraging, effective coaches find ways to get their athletes to successful outcomes.

Credibility

Demonstrating a detailed knowledge of the game allows the coach to establish credibility with their players. Sport-specific knowledge can be drawn from many different learning opportunities. But, performance decisions cannot be made if the coach does not understand performance (Abraham, 2006). Therefore, a very high level of knowledge within the sport is required. Potrac's qualitative research of a top-level English soccer coach discovered that role, power, and social interaction were important facets in coaching behavior (2002). Within this context, professional soccer coaches need their players to believe that the coach possesses extensive soccer knowledge (Potrac, 2002). Building credibility occurs in numerous ways. High levels of instruction, demonstrations, and modeling are all techniques used to gain credibility as a coach (Potrac, 2002). Becker's research examining athletes' perceptions of great coaching emphasizes coaches' knowledge of the most current techniques and tactics of the game (2009). Managers need to be viewed as credible by their subordinates for them to accept advice and show modesty (Bridgewater, 2009).

Teaching-Instruction-Learning Environment

Teaching

Teaching is contextual. Although a "one size fits all" methodology of teaching is likely doomed to fail, this is the approach in many situations. Ideally, effective teaching "matches the learner's stage of self-direction and helps the learner advance toward greater self-direction" (Grow, 1991, p.125). Progression that moves the learner along

from being dependent towards self-directed proves to be the most effective form of teaching. Borrowing from Situational Leadership, the role of the coach would be to apply a mix of task and relationship behaviors toward the athlete, matching their readiness to successfully accomplish the task (Grow, 1991).

Self-direction can be learned and taught (Grow, 1991) allowing the learner to evolve from a dependent stage of learning towards an independent level of learning. At the learner's lowest level, they are the dependent learner. Grow (1991) believes the teacher must provide an authoritarian approach indicating that teaching behavior at this level includes coaching that establishes credibility and authority. In the dependent stage, communication needs to be clear and concise, focusing on subject matter- not the learner (Grow, 1991).

The stage two learner is the "interested" learner. Effective teaching at this level focuses on enthusiasm and motivation. While teaching in a directive manner, teachers persuade, explain, and sell using a supportive approach that encourages learner willingness and enjoyment (Grow, 1991). Grow believes that goal setting should be introduced whereas praise should be phased out, in order to build the learner's intrinsic motivation (1991). A relevant soccer example of stage two learning would be demonstration by an expert followed by guided practice (Grow, 1991). The two critical components for getting through to learners at this stage are "strong personal interaction and strong focus on the subject matter" (Grow, 1991, p. 132). Coaches need to be engaged in their approach.

Stage three learners are involved in their own education; the teacher's ultimate goal is to empower the learner. Since the learner is now skilled and knowledgeable, the

teacher transitions to facilitating, communicating, and supporting the learner (Grow, 1991). Lastly, stage four learners evolve to where they set their own standards and goals. Teaching at this level focuses on cultivating the individual's ability to learn (Grow, 1991).

Grow contends that teaching style should be governed by the balance of being directive and the student's ability to be self-directed, self-motivated, and responsible (1991). The subject matter is not considered. Good teaching matches the student's level of self-direction, empowering them to progress to higher levels of self-direction (Grow, 1991). Thus, the coach needs to be accurate at gauging the athlete's level of self-direction as well as adaptive at changing their coaching style as the athlete becomes more self-directed.

Effective coaches will be able to adjust their teaching style fluidly. Even during a single training session, the coach might choose to employ different styles. For example, during the warm-up, the coach might use demonstration and direct instruction to take the team through a technical progression of skills to be used throughout the session. This is an example of dependent learning. Next, the coach would use enthusiasm and motivation when supervising a possession exercise that stresses quick ball-movement and rapid speed of play. This stage two learning level is characterized by enthusiastic instruction that encourages the players to focus on the task of speed of play.

From the speed of play exercise, the coach might progress to a tactical exercise that replicates game conditions whereby the players are required to make their own decisions. Here, the coach works as a facilitator to the exercise, encouraging the players to learn through experimentation. The final phase of the training session might include a

free-play game where the coach silently observes the players applying the technique and tactical decision-making emphasized during the training exercise. During this last stage, the players ideally set their own standards. Importantly though, effective coaching is achieved when the coach moves seamlessly between any of the four stages depending on the situation. Teaching and instruction needs to be matched to the situation.

Teaching behaviors that focus on performance outcome differ from teaching by guided discovery. Guided discovery was rarely used at the professional soccer level (Potrac, 2007). The minimal use of guided discovery is likely attributed to the elite coach's desire not to be seen as hesitant and deficient of expertise (Potrac, 2007). Theorists believe that the prescription-teaching approach favored by English soccer coaches leads to players who become ingrained in only this teaching method (Potrac, 2007). With this in mind, Potrac proposes that once players retire and enter coaching, they return to the same teaching methods they were exposed to as a player (2007).

There are contextual differences in the approach of coaching professional senior players compared to coaching elite youth players. Professional youth soccer coaches teach and instruct in a manner that focuses on developing players' game performance in a supportive and encouraging environment (Smith & Cushion, 2006). Coaches using reflective practices realize that youth players learn more effectively, through the experience of doing (Smith & Cushion, 2006). Purposeful application of silently monitoring individuals allowed the youth coaches to make appropriate instruction. Experienced coaches focus more attention on information cues relative to technique, abilities, and characteristics of players (Jones, Housner & Kornspan in Smith & Cushion,

2006). ‘Discovery learning’ allows a player to search and discover solutions without direct instruction (Smith & Cushion, 2006).

Instruction

Effective communication is paramount in sports. Expert coaches provide explanations that detail the purpose of an exercise (Becker, 2009). Potrac’s research of a top-level English professional soccer coach indicates a high incidence of instruction in coaching behavior. Nearly two-thirds of the coded behavior of the soccer coach was instructional (2002). The heavy dose of instruction was used to develop successful teams and to improve the individual player. Potrac proposes that the high incidence of instruction reflected the coach’s need to control team tactics (2002). Interestingly, a coach’s past playing experience was also found to influence high levels of instruction (Potrac, 2007). Instruction can also be interpreted as a form of control, or power. Eitzen and Sage contend that a coach’s desire to control their athletes and coaching situations is understandable since team performance is the responsibility of the coach (in Potrac, 2002). Potrac’s work makes it evident that the primary job of a professional soccer coach is to develop successful teams while the secondary concern was individual improvement (2002).

Praise is another important communication tool used by the professional soccer coach. Use of praise helps maintain enthusiasm and self-confidence in the players (Potrac, 2002). It also can serve in reinforcing preferred player behavior. However, overuse or unwarranted use of praise can also reduce the significance of it. Players might also perceive its overuse as non-specific feedback (Potrac, 2007). Even at the youth

level, overuse and especially general praise, can dilute its positive effects (Smith & Cushion, 2006).

The use of silence on the training ground was another teaching behavior displayed by professional soccer coaches. In Potrac's study, silence was the fourth most frequently observed behavior by the coach (2007). After the coaches had started a training exercise, they were seen to remain silent during a period of free play. The researchers interpreted the silence as detailed observation. Detailed observation without input is seen to be effective coaching (van Lingen in Potrac, 2007). From a playing perspective, uninterrupted play leads to flow within the training exercise. In their systematic observation of professional youth soccer coaches, Smith and Cushion identify silence as the most recorded behavior (2006). The coaches consciously used silence as a learning tool. Without instruction, players are forced to learn through their own sensory feedback. When the coaches did instruct the players, it was in the form of verbal cues, short reminders, and specific commands. This combination of silence and short, concise instruction was used in order to avoid overloading the players with information (Smith & Cushion, 2006).

Feedback

Timing of feedback should be carefully selected in order to allow for the natural flow within an exercise or competition. Appropriately timed, specific information and task-relevant cues seem to be most effective combination of instruction (Smith & Cushion, 2006). In a systematic observational study of professional youth soccer coaches during competition, feedback was usually provided immediately, but repeated points

were communicated during half-time or breaks (Smith & Cushion, 2006). In this study, 27.13% of behaviors were instructional. Interestingly, although most instruction related to correcting mistakes, coaches usually emphasized mistakes based on a pre-determined theme. For example, if the coach had emphasized attacking shape during the week of training leading up to the game, emphasis would be put on correcting attacking shape mistakes that occurred in the game. Once mistakes were identified, the coach offered a correctional strategy (Smith & Cushion, 2006).

Feedback comments post-competition are usually put together just a short time after the performance has ended. In his work exploring the pre and post-game activities for expert coaches, Bloom (1997) found that post-competition remarks were usually addressed to the team after the coach had taken time to regain his composure. In earlier research, for teams who won and played well, Martins recommends emphasizing effort and performance, not just the outcome (in Bloom, 1997). For victorious athletes who performed poorly, coaches should emphasize areas needing improvement and acknowledge anyone who did play well (Martins in Bloom, 1997). For teams that played well yet lost, talks should emphasize skill improvement and the coach's satisfaction with effort and performance (Martins in Bloom, 1997).

Martens recommends using comments that address improving players' physical and psychological skills, directing discontent towards inferior effort and performance, not the loss (in Bloom, 1997). In Bloom's study however, in post-competition team talks following a loss, coaches kept their feedback brief since athletes would not be receptive (Bloom, 1997).

Learning Environment

Becker states that great coaches foster three types of valuable environments: the general team environment, the one-on-one communication environment, and the practice environment (2009). The general team environment is the overall climate created by the coach. Ensuring that the players have the proper equipment and nutrition is one aspect of making the players feel comfortable in their environment. At its root, this environment is athlete-centered (Becker, 2009). Coaches who make themselves accessible and approachable create an environment conducive to one-on-one communication (Becker, 2009). Lastly, great coaches create a highly structured, well-planned, competitive training environment (Becker, 2009). Competitive environments stress high standards that begin with individual technique and skill training through to game-realistic exercises and ending with proper recovery and regeneration practices.

At the elite level, the proper climate, or culture, of the team is critical. Performance climate is characterized by interpersonal competition, social comparison, coach-emphasized “winning,” achievement of outcomes, and public recognition of performance (Ames & Archer in Pensgaard, 2002). Results are the chief reason for competing. Yet, overemphasizing outcomes and results, even for elite athletes, can have adverse effects (Pensgaard, 2002). On the other hand, a mastery climate is characterized by learning and mastery of skills, giving maximum personal effort, and using private evaluations from the coach (Ames & Archer in Pensgaard, 2002). The mastery climate focuses on the process and the development of the individual. Pensgaard’s qualitative research with Norwegian skiers who competed in the 1994 Winter Olympics showed that

the coach plays a central role in determining the achievement climate within a team (2002).

Often, when coaches enter a new setting, they hold a vision of what they want the team to look like. Vision is important in understanding how coaches operate. Vallée and Bloom (2005) discovered that coaches had a vision for their program early in their appointment. Elite coaches' early work looks to change past philosophies, set high standards and goals, and lead the team in a new direction (Vallée and Bloom, 2005). Vallée and Bloom's work found that the coach's vision was influenced by the impact of their own characteristics on the athlete's individual growth (2005). Their findings differ from Côté's work with gymnastic coaches probably because Vallée and Bloom's study dealt with team sport coaches.

For the coach, the climate is easier to manipulate compared to athlete's individual goals (Pensgaard, 2002). The climate can be adjusted by task direction. For instance, if a coach wants his team to be more dynamic in attack, he should not stress the number of goals that need to be scored. Instead, he should stress the number of scoring chances created by runs in the attacking third of the field (process goal). Focusing on a mastery climate provides competitive athletes with a supportive presence and helps facilitate performance (Pensgaard, 2002). The athlete is not encouraged to look ahead to the result. Instead, focus is on the moment.

Berman, Down, and Hill's work analyzing tacit knowledge within NBA teams gives indirect support for the environment that a coach, and or management, creates, maintains, and ultimately looks to change (2002). At the group level, tacit knowledge is the cumulative experiential knowledge the group attains from performing a task (Berman

et al, 2002). Tacit knowledge is dependent upon the presence of a fairly constant collection of members within the team. Examination of the NBA found that a coach's experience (the number of games spent with that team) was most valuable to teams with low levels of shared experience. From a player management perspective, value is created by keeping a team together up until a certain time. Once that point has been reached, change in some personnel is necessary for the new learning to begin. For group knowledge to be acquired through shared experience, a learning process must be operational, that is, learning through one's own effort (Berman et al, 2002). Learning occurs through the experience of playing together.

Modeling of positive social and competitive behavior is another important tool for the effective coach. Use of positive language and behavior presents a direct message to the coach's team. Regulating emotions and providing positive social environments helps to contribute to changing the psychological state of the athletes (Thelwell, 2008). Since optimism is significantly associated with character building, coaches need to think and behave positively, in order to better affect the maturation and attitudes of their athletes (Mallett in Thelwell, 2008). From the positive coach's perspective, the team ideally inherits the personality of the coach.

In sum, learning environments need to emphasize development. Affective learning is the intrinsic desire of the student, or player, to learn (Turman, 2004). Athletes who have an abundance of affect are likely to want to improve and work within their sport. Though affective learning has not been studied in the sports scope, research in the classroom shows that affective learning can be improved by teacher immediacy or closeness, willingness to communicate, affinity seeking behaviors, teacher caring, and

humor (Turman, 2004). Therefore, coaches who take genuine interest in their player's development are likely to foster affective learning in their player. Taking a genuine interest in players' athletic development can also have effects. Based on research in the classroom setting, Truman argues that athletes who display affective learning are more likely to apply lessons learned from their athletic career beyond sports (2004). This research clearly shows the importance of taking an interest in the student and relationship building.

Relationship Building

Person

Relationship building begins at the personal level by getting to know the individual as a person. This gets the athlete's immediate attention in addition to discovering their personal needs (Kimiecik and Gould in Becker, 2009). By taking the time to know the athlete on a personal level away from athletics, the coach establishes a knowledge base of the individual. From this, the coach can develop an understanding of the athlete's perceptions. In turn, this helps in appreciating the athlete's approach to training and performance. Personal knowledge of the individual can also shed light on any personal issues that might affect their athletic performance. It is at the personal level that an infrastructure is created that allows relationships at higher order levels to thrive.

Athlete

Along with building a personal bond with the athlete, it is also important to establish a professional relationship. Professional relationships pertain to how the

individuals are treated as athletes (Becker, 2009). The relationship between the coach and athlete is influential to the athlete's confidence and needs to be a central pillar of any coaching strategy (Côté, 2009). Vallée and Bloom found that elite coaches take time to help build athletes' self-confidence, maturity, and develop a sense of ownership (2005). Emphasizing the athlete's strengths is a useful technique to build confidence while also providing a base line for goal setting. This behavior lets the athlete know that the coach is invested in them and values the importance of the athlete's well being. Understanding athletes' psychological levels as well as knowing how they want to progress is critical for effectively coaching motivation (Thelwell, 2008). Part of the relationship is also the willingness of the coach to take responsibility when the team fails (Becker, 2009). When the coach accepts responsibility for shortcomings, it demonstrates to the athlete that the coach is "in it" with them and shares in the disappointment of failure. This creates a collective togetherness in the coaching process.

Though research is scarce, relationship building appears to be vital at the professional soccer level. Potrac finds that the professional soccer coach needs to be seen as approachable (2002). Ultimately, the coach needs to develop relationships with the athletes in order to produce confident, secure players who have the ability to make proper decisions during the game (Jones et al, 2003). Research in soccer shows a remarkable ratio of praise to scold behaviors from coaches to players. Specifically, at the professional level, soccer coaches are reluctant to use scold behaviors since any benefit is outweighed by the need to have the player perform for the coach in the future (Potrac, 2002). Potrac proposes that a soccer coach's reluctance to use scold tactics might be because he wants to maintain a strong social bond with the players (2002).

At their core, motivational themes need to be individualized (Becker, 2009). The same approach appears at the youth level. Professional youth soccer coaches purposely employ frequent use of the players' first name when instructing, in order to personalize interactions (Smith & Cushion, 2006). 25.02% of all independent behaviors in Smith & Cushion's systematic observation of youth soccer coaches were accompanied by the use of the player's first name (2006). This is an effective technique in relationship building, making the player feel important.

In Jones et al's qualitative research of an English professional soccer coach, the coach believed that players played for the coach, not the club (2003). This is a realistic perception since it's more challenging for the player to relate to the administrative structure of a big club, compared to relating to the personality of the coach who he interacts with daily. Therefore, coaching was individualized in order to meet the demands of the situation and the specific player (Jones et al, 2003). Moreover, the coach might position himself as fighting for the player's financial well being in relation to the player's future contract status. Individualizing motivation helps form a stronger bond between the coach and player.

However, some coaches are challenged with the balance of engaging the athlete in a supporting environment while holding them responsible when expectations are not met. Though great coaches foster personal relationships with their athletes, they still manage boundaries to remain objective (Becker, 2009). Great coaches who foster strong relationships take their athletes' opinions seriously and provide them with decision-making opportunities (Becker, 2009). Participation in decision-making helps build ownership in the coaching process. Interestingly, though many athletes relish being

involved in the decision making process, Becker found that athletes do not like to make decisions that are highly important or complex (2009). Perhaps the stress of competition itself ensures that athletes feel part of the experience through their own roles and responsibilities on the field.

Team

At the group, or team level, relationship building creates additional dynamics. Here, the coach is not only involved in creating strong bonds between himself and the athletes, but also in fostering bonds among the players themselves. Team building is considered team enhancement or team improvement (Carron & Hausenblas in Bloom et al, 2003). Ideally, team building creates cohesion amongst the group (Bloom et al, 2003). In examining the coach's role in team building, Ryska and Cooley found that successful coaches used strategies to improve the individual athlete's bond to the team, such as learning personal information about each athlete, and applying strategies designed to clarify task cohesion (in Bloom et al, 2003). Before relationships can be established at the team level, there needs to be familiarity that is established at the personal level.

Athletes need to be able to relate team-building activities to the team's purpose. Bloom et al's work finds that coaches carefully plan different activities during crucial times of the year (2003). These activities can be classified as social, physical, or psychological (Bloom et al, 2003). For example, team dinners are ideal opportunities to discuss the social side of the athlete's life. Team meals allow both coach and players to catch up with events in each other's personal lives. For team building to work in team sports, it needs to begin with the coach's organizational ideas, which transcend into the

training sessions, and finally impact competition (Bloom et al, 2003). Activities used for relationship building at the team level need to have relevance.

Goal setting can also create team cohesion. Research with expert coaches found that coaches set both process and outcome goals (Abraham, 2006). Coaches need to teach athletes the importance of setting individual performance goals that help achieve outcome goals (Abraham, 2006). For instance, coaches might discuss with their attacking restart players the importance of well-timed and executed runs on attacking corner kicks. The coaches and players might settle on devoting 20 minutes after training three times during the week to practicing their runs on attacking restart opportunities. Practicing restarts throughout the week is the process goal that helps the team achieve its performance goal of scoring 15 restart goals during its season. Behavioral goals such as value/learning and lifestyle outcomes are other goals that coaches might stress (Abraham, 2006). Goal setting should ideally focus on short, medium, and long term (Abraham, 2006). For example, coaches might encourage players who are typically quiet to make more suggestions to their teammates during team meetings. By creating short and medium range goals, teams are able to track and evaluate their progress. It is also a method that allows the coach to hold athletes accountable for their actions (Becker, 2009). However, Jones and Wallace suggest that the hierarchical imposition of goals creates difficulties in team cohesive and shared strategy (2005). Moreover, even goals that are in 'agreement' between coach and athletes may be superficial because of the hierarchical relationship between coach and athlete. Thus, for goal setting to be meaningful it is paramount that the devised goals are truly driven by the players.

There is debate concerning the relationship between team cohesion and performance. There is also conflicting research concerning the relationship between talent and cohesion (Bloom et al, 2003). Some argue that team cohesion can offset a lack of top talent. It appears that the level of competition influences the coach's opinion of the importance of team cohesion. Bloom et al found that coaches at the university level valued team cohesion significantly (2003). They attributed this to the fact that university level coaches do not have the advantage of working with the top athletes in the country, as would an appointed national team coach. At the national team level, talent can be a stronger predictor over cohesion (Bloom et al, 2003). At the college level, cohesion may be more important since coaches can only work with the talent they attract.

Theoretical Coaching Models

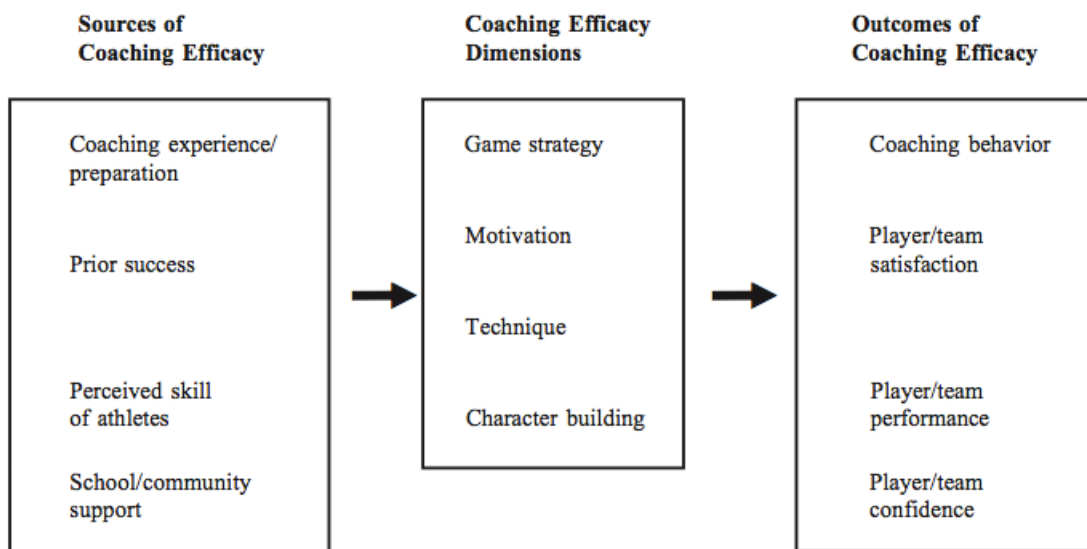
Theoretical models, or frameworks, are representations that conceptualize. Models provide explanation and meaning. Yet a theory does not have to be correct to be useful since our actions, in general, occur from a convergence of misconceptions (Grow, 1991). In this section, I present five models of sport coaching. Each model provides a slightly different perspective.

Coaching Efficacy

Applying the Leadership Scale for Sports to college coaches, Sullivan explores the relationship between a coach's efficacy and leadership style. In this study, coaching efficacy refers to the coach's belief in their ability to affect the learning and performance of their athletes (Sullivan, 2003). For example, a very experienced coach at the highest

professional level in England would likely have a lot of confidence in his ability to coach in a lower English division. Self-efficacy refers to contextual decisions based on personal capabilities (Sullivan, 2003). The six primary sources of self-efficacy are mastery experience, vicarious experiences, imaginal experiences, verbal persuasion, physiological arousal, and emotional arousal (Sullivan, 2003).

Figure 3: The conceptual model of Coaching Efficacy



Sullivan, pp.2

As a model, Coaching Efficacy is a three-order concept. Sources of Coaching Efficacy factors are coaching experience/preparation, prior success, perceived skill of athletes, and school/community support (Sullivan, 2003). These sources influence Coaching Efficacy Dimensions. The four Coaching Efficacy Dimensions are game strategy, motivation, technique, and character building. Strategy efficacy is the coach's confidence in coaching during the game and leading the team to a positive performance. Motivation efficacy is the coach's confidence to change the psychological states and

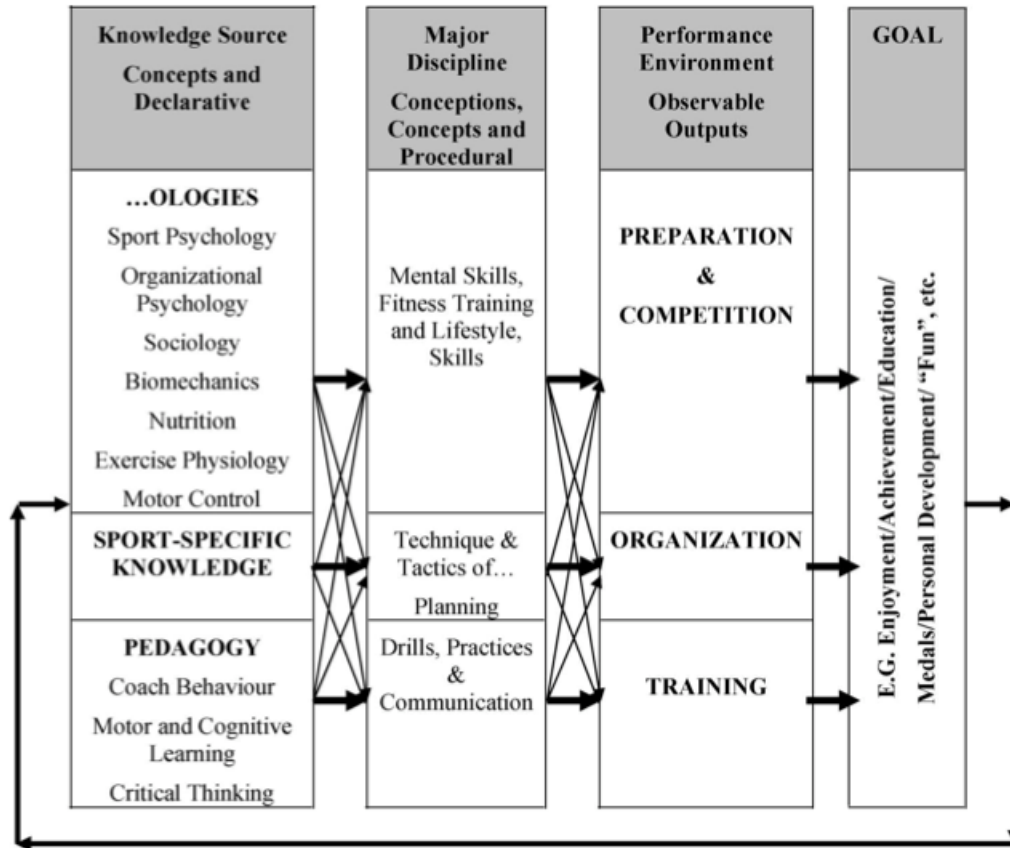
abilities of their athletes. The coach's confidence in his ability to teach skill is technique efficacy. The coach's ability to influence maturation and attitude is character building efficacy. Lastly, these four dimensions influence the Outcomes of Coaching Efficacy. The Outcomes of Coaching Efficacy are coaching behavior, player/team satisfaction, player/team performance, and player/team confidence.

Sullivan's work proposed a number of interesting relations between coaching efficacy and leadership behavior. Firstly, as coaches gain confidence as motivators and teachers, they use more positive feedback and appropriate training and instruction (Sullivan, 2003). Sullivan believes this is a factor of self-perception (2003). Specifically, training and instruction relate to how effective coaches perceive themselves as teachers. Sullivan proposes that more novice, less experienced coaches rely more on routine instruction and organizational skills, until they become more experienced and confident when they then transition their leadership style towards focusing on improved athlete performance through teaching and specific instruction (2003). Finally, coaches who are more confident in motivating and teaching specific techniques, see themselves as closer to ideal coaches with respect to how they give positive feedback.

The Coaching Schematic

The Coaching Schematic is a model constructed with the underlying premise that coaching is a decision-making process (Abraham, 2006). Given that expert coaches refer to a broad domain of knowledge when problem solving, this model works to represent a coach's intra- and multi/inter-disciplinary decision-making process (Abraham, 2006).

Figure 4: The Coaching Schematic



Abraham, pp.555

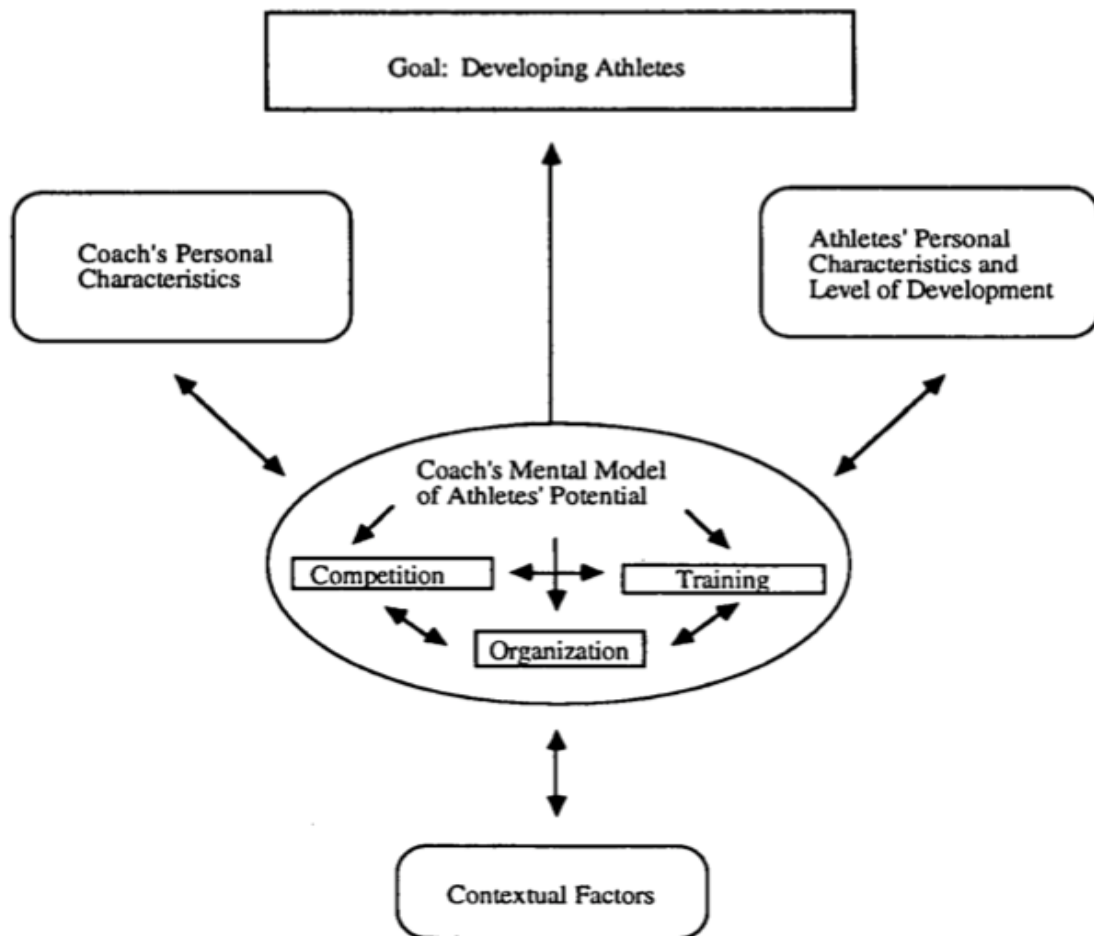
In their work with expert coaches in the United Kingdom, Abraham et al used a “grounded then led” approach whereby the researchers composed a model of the coaching process (2006). They then interviewed expert coaches and finalized a “best fit” model that coaches felt represented what they do and their decision-making process. The schematic is a cyclical design that begins with a coach’s knowledge source. The knowledge source is constructed of sport-specific pedagogy, and basic components of sports science. Coaches then apply this knowledge source to create concepts and

procedures as they relate to the specific sport. These in turn, influence the performance environment, which in turn affects the goal.

Coaching Model

Jean Côté's work with Canadian expert high-performance gymnastic coaches is arguably the most comprehensive model of sport coaching. Côté's Coaching Model (CM) provides a conceptual framework that identifies and progresses towards an understanding of the many facets of coaching (1995). Since coaching involves human expertise, the CM seeks to identify the content, structures, and processes responsible for skilled performance (Côté, 1995). In essence, the CM identifies the different variables that can affect a high-performance coach's work as well as provide a representation of how knowledge is processed to solve problems and develop athletes (Côté, 1995).

Figure 5: The Coaching Model



Côté (1994), pp. 10.

Paramount to the CM is the coaching process. The coaching process is composed of competition, training, and organization components. In turn, these three components of the coaching process are influenced by the coach's personal characteristics, the athlete's personal characteristics and level of development, and some contextual factors. Lastly, the goal of developing the athlete, and the coach's mental model of the athlete's potential also influence the process.

The foundation of the coaching process in this model begins with organization. A central pillar of coaching is application of knowledge to organize required tasks and create optimal conditions for training and competition, allowing the athlete to reach his goal (Côté, 1995). Examples of organizing include planning training sessions, coordinating the work of assistant coaches, ensuring the logistics of travel for training and competition, as well as managing expectations of parents.

The second facet of the coaching process is training. During training sessions, coaches instruct and sometimes demonstrate required technique. In team sports, coaches also train tactics or schemes to be used in competition. Lastly, during the competition component, coaches use their knowledge to help the athlete's perform to their potential (Côté, 1995). Importantly, the components of competition, training, and organization are continuously evaluated and adjusted by the coach based on the coach's mental model of the athlete's potential.

The coach's mental model of the athlete's potential is very idiosyncratic. The mental model dictates how the coach applies the components of organization, training, and competition to their athletes (Carter, 2009). Côté proposes that the peripheral factors of the coach's personal characteristics, the athlete's personal characteristics and level of development, and other contextual issues, either raise or lower the athlete's potential (1995). For example, if a coach maintains a highly accountable team, he might decide to remove an athlete who is habitually late to training.

A central strength of the CM is the identification and progression of the coach's activities. Though the CM was created through research of gymnastics coaches, the model has also been applied to coaches in team sports (Côté, 1995). The greatest strength

of the CM is the identification of a coach's mental model. While the mental model is not always complete or accurate, it does create a useful representation of how concepts interact (Côté, 1995). Critically, the accuracy of the mental model is dependent on the knowledge of the coach (Côté, 1995). For example, if the coach knows the athlete comes from an unstructured home life, the coach might decide to apply structure and more discipline in a gradual manner, compared to immediately and severely disciplining the athlete for failure to follow standards or rules. The decision of action is dependent upon the information available.

Coach as Orchestrator

Jones and Wallace propose a unique perspective applied to coaching. They contend that the coach is an orchestrator. The coach as an orchestrator is built on a number of premises. Firstly, the coach has limited control over others involved in the coaching process, namely athletes, other coaches, and administrators (Jones & Wallace, 2005). Next, coaches typically have limited awareness of what is happening in the coaching process. Sometimes, coaches' decisions are based on limited information that perpetuates conflicting views among those involved. Then, there is usually prevalence of differing beliefs pertaining to the goals pursued. These three factors contribute to a degree of novelty in the situation causing the coaching process to be marred by ambiguity.

Orchestration as a coaching strategy involves organizing and overseeing interrelated tasks as changes unfold (Jones & Wallace, 2005). Importantly, coaches need to pay attention to detail. Literature on expert coaching outlines similarities with

orchestration. Specifically, expert coaching and orchestration stresses flexible planning within detailed routines that also allow for adaptation under changing situations. Expert coaches who employ orchestration strategy set a definitive structure that is tied to definitions of roles within the team. Within their roles, athletes are given creative freedom, allowing them to express themselves through a set routine (Jones & Wallace, 2005).

Orchestration is also evident in the design of performance training sessions. Exercises in training are selected based on the potential to reach goals set through a framework (Jones & Wallace, 2005). In essence, the coach creates the framework in which the athlete freely works. With the framework established by the coach, any input from the athlete will be within this framework, allowing the coach to influence outcomes from behind the scenes (Jones et al in Jones & Wallace, 2005). Approaching coaching from the perspective of an orchestrator recognizes and embraces ambiguity. Recent research on expert coaches maintains that these individuals coach unobtrusively and flexibly while also paying attention to detailed tasks (Jones et al in Jones & Wallace, 2005). Successful coaches are able to adapt their teaching behaviors to meet the distinctive demands of the local environment (Potrac, 2002).

Socialization of Professional Knowledge

Jones et al's case study research of a high-level English professional soccer coach reflected on the coach's life-story within the game (2003). It addressed the principles of relationship building, acquisition of knowledge, and the socialization and role-playing of coaching. Jones et al (2003) propose that the coach operates within a framework

influenced by his perceptions and behavior. Though this study focused on just one individual, its findings do suggest, at the least, that future research should focus on similar methods.

In this study, the coach enjoys relationships with players that maintain a respectful yet authoritarian role. He worked to know each player on an individual level and tried to see things from the players' perspective (Jones et al, 2003). Yet he was also careful to create a sense of separation in order to build respect and authority. The coach behaved in ways that were based on clear ideas of how coaching should be fulfilled. This role of how to act was based on knowledge attained from mentors as well as his personal experience (Jones et al, 2003). Jones et al maintain that this belief of how to act is shared by most other coaches (2003).

Summary

Leadership approach in coaching has two general correlated perspectives. Situational Leadership Theory suggests that leaders apply behavior dependant on the follower's maturity level. Through a mix of task and relationship behavior, the leader attempts to move the follower from being dependent to independent. Contingency theory proposes that leaders naturally perform better according to the environment. Specifically, task-oriented leaders perform better in both very favorable and very unfavorable situations; whereas, relationship-oriented leaders perform better in situations with intermediate levels of favorableness.

Kolb's Experiential Learning Cycle proposes that adult learning occurs through an interaction of learning and doing. This is relevant to the education of a coach because

literature indicates that elite coaches learn better through informal learning opportunities associated with experience, mentoring, observation, and reflection. Though it's clear that a coach's past playing experience serves as the starting point for their education within soccer, debate remains concerning how influential the level of past playing is in determining success as a coach.

Teaching and instruction account for the overwhelming majority of the coach's work. Teaching is very contextual and to some degree, self-directed. The challenge of the coach is to move the learner along from being a dependent learner to an independent learner. The coach must apply the appropriate behavior that fits the situation or environment. Applied to soccer, the incidence of instruction at the English professional level was very high. Research suggests that the high level of instruction is because of the coach's need to control tactics and the heavy influence of their own experience as a player in a similar context. Another influential factor on coaching is the learning environment. Ideally, coaches need to focus on a mastery climate within their group. Mastery climate focuses on the process of development and effort as opposed to outcomes and results. Coaches can significantly influence this environment by modeling their own behavior in a consistent fashion.

Relationship building has proven to be an important component in the coaching process. Effective coaches take time to build strong relationships at the personal, professional, and group levels. Personal relationships are fostered when the coach begins to understand the player's personal needs away from the sport. At the professional level, the soccer coach works to understand what matters most to his players and looks to individualize motivations in order to meet the demands of the player. At the team level,

the coach is directly involved in relevant team enhancing activities that work to strengthen team cohesion.

Lastly, five models provide a dynamic overview of the theory in sports coaching. Models examined coaching based on leadership style, decision-making processes, contextual factors, orchestration, and socialization. The scope of these models indicates that sports coaching is a process of interchanging dynamics significantly influenced by contextual factors.

CHAPTER 3

METHODOLOGY

This section will present the Methodology used in this study including a summary of Grounded Theory as well as the process and rationale underpinning the research. The analysis of the study results will be discussed in Chapter 4.

Introduction

The focus of this study is an analysis of the practice of coaching soccer at the youth, college and professional levels in order to develop a model for effective soccer coaching. With this focus, the study included a review of the sports coaching literature with a specific focus on soccer coaching literature. It included a review of organizational leadership styles, including Situational Leadership and Contingency Theory and their relationship to sports coaching. As a result of the review of the literature and the coaching experience of the author, an interview guide was developed. Ten coaches agreed to be interviewed for this study and from the results of those interviews, in addition to the review of the literature and the experience of the author, a model for soccer coaching was developed. The primary research of this study was conducted using Grounded Theory.

Grounded Theory

Grounded Theory (GT) is a qualitative research approach that attempts to develop concepts and theories based on the behavior of the participants (Glaser & Strauss in Côté, 1995). Developed in 1967 by Glaser & Strauss (Glaser & Holton, 2004), GT involves the systematic collection of data and the constant comparison of data to develop themes. At

its ideal, GT uncovers the relevant conditions, responses, and consequences of those being studied (Corbin & Strauss, 1990). GT does not look to prove existing theories (Glaser & Strauss in Côté, 1995), instead, it is a research process of discovery (Glaser & Strauss in Corbin & Strauss, 1990). Based on analysis of the data and application of the researcher's experience, theories are then developed. The application of Grounded Theory to this study is well suited because it focuses on the discovery process for theory that can be applied to soccer coaching.

GT first begins with data collection. Participants are selected purposively, based on the knowledge of that group (Corbin & Strauss, 1990). Interviews are an ideal method to collect qualitative data for GT (Glaser & Holton, 2004). Typically, interview guides are unstructured in order to allow a "co-construction of knowledge" between the participant and interviewer (Greckhamer & Koro-Ljungberg, 2006, p.740). Through the use of questioning, researchers are encouraged to remain open and "listen and observe and thereby discover the main concern of the participants in the field and how they resolve this concern" (Glaser & Holton, 2004, p.11). As intuitively as possible, the researcher focuses on discovery. Follow-up questions focus on key concepts that arise during the interview process. As such, data collection and analysis are interrelated (Greckhamer & Koro-Ljungberg, 2006).

Analysis and comparison of data is crucial. All data are analyzed and coded using a constant comparative method to eventually generate categories (Glaser & Holton, 2004). Coding is the process of breaking down the data into groups that then "become the theory that explains what is happening in the data" (Glaser & Holton, 2004). Coding can occur at three levels: open coding is the initial process of breaking down the data,

axial coding is the process of relating categories to subcategories, and selective coding usually occurs later in the coding process and entails relating categories around a central category (Corbin & Strauss, 1990). Concepts are the basic units of analysis (Corbin & Strauss, 1990). The researcher “works with conceptualizations of data and not the actual data per se” (Corbin & Strauss, 1990, p. 420). For example, a coach’s comment elaborating on communication through written, conversation, and video techniques might be conceptualized as “instruction.” Similar concepts pertaining to the same phenomena are grouped into categories (Corbin & Strauss, 1990). For example, “instruction” concepts and “goal setting” concepts both require an interaction between the player and coach. Categories are the “cornerstones of a developing theory” (Corbin & Strauss, 1990, p. 420). In this paper, I refer to categories as themes. GT methodology also “treats the literature as another source of data to be integrated into the constant comparative analysis process” (Glaser & Holton, 2004).

The repetitive interplay with the data analysis helps to create conceptual models (Côté, 1995). This interplay is conducted by writing memos about concepts and categories and sorting them to help create a fit amongst the categories. A further test of fit is achieved through testing concepts, relationships, and their fit with colleagues who are well-versed in the area of study (Corbin & Strauss, 1990). Glaser maintains that a core theme usually emerges from the data that organizes the other categories (Glaser, 2002). Diagramming can be used to assist in the integration of categories (Corbin & Strauss, 1990). Corbin & Strauss (1990) claim that effective interplay is based on the researcher’s analytic ability, theoretical sensitivity, and the sensitivity to the subtleties of the interaction.

The purpose of GT is ultimately to create a theoretical explanation by “specifying phenomena, in terms of the conditions that rise to them, how they are expressed through interaction, and the consequences that result and the variations of these” (Corbin & Strauss, 1990, p. 421). Grounded Theory, therefore, is an ideal approach for theory generation (Glaser & Holton, 2004) and is very appropriate for this study.

Participants

The author developed a list of 20 male soccer coaches at the youth, college and professional level in North America and identified 10 coaches for participation in the study. Participants were initially recruited by email. The author has proficient experience in the soccer field as both a high-performance former player and current coach. Selections were finalized based on feedback from knowledgeable soccer people. As in Abraham’s work on the coaching schematic, the selection of effective coaches in this study was selected by using the advice of people “in the know” (2006). The author was familiar with the background of each individual. Familiarity of the participants is one method of ensuring trustworthy data collection (Lincoln & Guba in Bloom, 1997).

The highest level of soccer coaching is the Men’s National Team. Countries from around the world compete in order to qualify for the men’s FIFA World Cup. In addition to the FIFA World Cup, FIFA also host youth team World Cups at the U20 and U17 age group levels. Typically, countries field national teams that range from the U14 age group through U23 age group. Coaches that lead national teams are considered to be high-level coaches. Professional coaches are also considered to be high-level coaches. Elite NCAA college coaches are also considered in this same group.

The level of coaching in this study is impressive. Three coaches are current national team coaches. Of these three, two coach Youth National Teams, while the third coaches at the Men's National Team level. Two coaches are current Major League Soccer assistant coaches with experience serving as former head coaches and as assistant coaches at the Men's National Team level. Four coaches are current or former NCAA Division I college coaches who have won national championships at the college or professional level, as coaches. One coach is a current youth club coach who also serves as a Youth National Team assistant coach. Interviews were conducted either in-person, or by telephone. Three of the 10 interviews were conducted by the phone because of travel costs and time constraints related to the participant's work location.

Interview Guide

A preliminary interview guide was created based on information from the literature review as well as the author's experience as a college soccer coach. The preliminary interview guide was tested for relevance in a trial interview with the author's current supervisor, the head coach at the University of Pennsylvania. Based on responses and feedback from the trial interview, as well as feedback from the head coach of Princeton University, a final version of the interview guide was formalized.

All participants were interviewed using a semi-structured approach. Fourteen pre-set questions were posed to the participants. Questions were open-ended and generally posed in the same sequence. Open-ended questions are ideal for experts to use their broad knowledge to provide insight on the topic (Marshall & Rossman in Côté, 1995). The purpose of conducting the interviews through a qualitative approach was to

provide an appropriate means for them to tell their stories. The questions were designed to elicit the participant's initial thoughts. Language and terms used throughout the interview were common in the soccer-coaching world.

Procedure

At the beginning of the interview, each coach was reminded about the purpose of the discussion. Coaches were told the preliminary outline of the study paper and encouraged to tell their story. All interviewees were informed that the interview was being audio recorded in order to ensure accuracy. Coaches were asked to recount and describe experiences that related to and influenced their coaching. The progression of questions began with the coach's introduction into coaching. This led to knowledge acquisition and progressed to thoughts on relationship building. Follow-up questions were asked based on the coach's response. Notes were taken by the researcher in order to explore unique lines of inquiry in subsequent interviews and avoid losing any unexpected or unique emergent theme. Towards the end of the interview, participants were asked if they wanted to add anything that had not been discussed in the interview.

Analysis

Upon completion of the interview, the audio recording was transcribed. The author transcribed the 10 interviews, which totaled 792 audio minutes, with the assistance of four transcribers. Each transcription was then reviewed by the author to ensure accuracy. Participants were emailed the transcribed version of the interview and encouraged to review its contents. Coaches were given the opportunity to add, change, or

omit any content. Returned interviews were requested by a certain date. Coaches were also instructed that unreturned transcriptions would be considered as approved.

After the coach's opportunity to review, the interview was edited into a generic format in order to maintain the anonymity of each respondent as well as the facts and rich detail of the interview subject's responses. The coach's individual identity as well as his program was made generic. Letters A-J uniquely identify each coach in the survey. For example, University of Pennsylvania's hypothetical generic identification might be University R. Any sensitive information that did not influence the paper was also omitted. Transcriptions of each interview appear in Appendices A-J.

Each interview was analyzed and a summarized version of the conversation was created. Summarized versions of each interview were analyzed for meaningful comments. A meaningful comment is content directly applicable to sports coaching, or content providing a unique perspective. Open coding was initially used to provide a preliminary analysis of the data. Comparisons of the summarized interviews were aggregated to identify concepts. A constant comparative method was used for analysis (Glaser & Strauss in Côté, 1995). After concepts in the meaning units were identified, they were grouped into categories. Larger, encompassing themes were then created. A core theme emerged which appeared to relate to the other major categories. Selective coding was then used to depict the relationship between the core category and the other categories. Chapter 4 Developing the Model begins with an explanation of how categories, core theme, and other themes emerged.

Memos were created for themes explaining their relationship to other themes. Themes were then written on a whiteboard for diagramming. Three preliminary

diagrams were constructed to show the relationships between themes. Preliminary diagrams depicting the relationships of categories and themes were shown to a professional colleague, a head college coach, for feedback. Discussion and feedback helped to refine the model to a final version.

The study results analysis is discussed in Chapter 4 and relevant quotations from the respondents are included in the discussion.

CHAPTER 4

DEVELOPING THE MODEL

Introduction

The Methodology chapter explained the processes of interview selection, data collection, and analysis through Grounded Theory. In this chapter, the procedure for the development of the AIM Soccer Coaching Process is outlined. First, an overview of the GT analysis outlines the process for recognition of concepts, categories, and the subsequent emerging themes. Then, a summary of the participants' responses further illustrates how categories, or pillars, emerged.

Overview

The 10 interviews resulted in 270 meaningful comments that were conceptualized into concepts and then grouped into categories. For example, Coach A had some passionate comments concerning the importance of a coach's delivery of the message. Delivery of the message would be conceptualized as a teaching or instruction concept. Teaching and instruction involves interaction between the coach and player. All correlated comments relating to teaching and instruction were grouped together in a category. I refer to these categories as pillars. The grouping of interrelated pillars formed themes. Since teaching and instruction requires that the player be involved in the teaching experience, the teaching and instruction pillar falls under the theme of Involve.

Emergent Categories

Through open coding, nine categories emerged from the data. Conceptualizations of the data were grouped together amongst similar phenomena. For example, observation and on-the-job learning were two concepts that were grouped together in the informal learning category. Being true to one's self and coaching within one's personality were two concepts grouped under authenticity. Some concepts proved to be equally relatable amongst multiple categories. For instance, the concept of coaching within one's personality could have also been grouped under the emotional intelligence category. Environment is another category that could have been related to teaching and instruction. With categories that proved to have multiple correlations, memoing and feedback from professional colleagues helped to conceptualize a best-fit relationship. The nine categories, or pillars, are further described in Chapter 5.

Emergent Themes

Three significant themes related to processes, behavior, and leadership emerged from the collected data and literature review. The themes of Analyze, Involve, and Model evolved from the groupings of the nine categories. The relationship amongst the categories developed each theme. For example, the relationship between a coach's formal education, informal education, and their emotional intelligence helped the coach to be able to develop a feel or sense of a situation. Upon refinement through memoing and discussion with colleagues, the relationship between these three pillars was formalized as Analyze.

Importantly, Analyze proved to be a core theme that the themes of Involve and Model continuously relate to. The intertwined relationship of the three themes is explained in Chapter 5. Table 1 provides a numerical summary of each theme's incidence by each respective coach. In addition to the three central themes, other relevant points surfaced that have significance to coaching soccer. Relevant points that do not appear to relate to the three central themes or are worth the merit of being independent of the three themes are identified as 'Other' in Table 1. The three themes are discussed further in Chapter 5.

Table 1: Interview Response Themes

<u>Coach</u>	<u>Model</u>	<u>Analyze</u>	<u>Involve</u>	<u>Other</u>	Total
A	2	4	9	4	19
B	9	6	2	2	19
C	5	4	11	1	21
D	16	9	8	3	36
E	4	24	6	1	35
F	10	16	12	1	39
G	1	22	5		28
H	10	7	4	2	23
I	7	4	14	3	28
J	6	11	4	1	22
Totals	70	107	75	18	270
%	25.93%	39.63%	27.78%	6.67%	100%

Coaches' Responses

The coaches' responses provide insight into the themes that materialized during the interviews. A brief review of each question asked during the interview and the responses shared are discussed below. The responses demonstrate the richness and thoughtfulness of the coaches' perspectives. Chapter 5 provides a more detailed exploration of the themes as well as a discussion of the relationship between themes.

Question 1: Tell me about your career path and what drew you into coaching?

The first question posed in the interview was designed to begin the conversation and initiate the coach's story. Generally, respondents' answers were varied. Some coaches started coaching relatively early in their lives, either before or during their college career (Appendix B, C, D, G, I). Others began coaching after college while playing professionally (Appendix E, J). Uniquely, Coach H started his coaching career as a player-coach. For one coach, getting into coaching was by chance:

Being a player for such a long period of time, I didn't think I would want to coach. It wasn't a lifetime passion for me. It was sort of something I fell into that it turned out into something I love doing by stumbling into it (Appendix A, p. 134).

Coaches also began to reflect on their learning opportunities. Coach F believed he, "really had a good opportunity to learn from working with people and from coaching different people and it has served me well" (Appendix F, p.205). Early in his career, Coach B was actively "trying to seek opportunities to learn" (Appendix B, p. 151). Even at the beginning of the interview, it became apparent that these coaches actively pursued

the development of their knowledge acquisition. Coach D's playing experience during a trial in Aberdeen, Scotland describes the desire that these coaches emit, "For six weeks, I kept notes of every practice that he ran. I was always interested in the whole idea of coaching" (Appendix D, p. 174).

The importance of instruction and the delivery of the message emerged during this discussion. Through on-the-job learning, Coach A experienced this insight first-hand:

I got the opportunity to go in with the Youth National Team for a week, for a couple of years. The coach let me speak to the team. I found out myself that that is really important in terms of coaching. No matter how much you know, it is how the group grasps what you say, and they are attracted to your words. If they are not, it does not really matter what you know (Appendix A, p. 135).

On-the-job learning was central in Coach G's development. Recounting his first head coaching experience, two critical lessons were taught:

Probably the biggest thing I learned right there was to be yourself. More than anything, you have to know who you are as a coach. And you have to know whom you're dealing with. I think a lot of coaches don't actually realize who they're dealing with, the kind of kids they're dealing with. I've been doing this long enough, I can almost tell by a kid's facial expressions, by the way he dresses, by knowing his background, his body language; I can almost tell what buttons to push with a kid. I think you learn that. You need to know the pulse of your team. I think it takes a long time to do that, to be honest with you... I guess they call that Emotional Intelligence. There are a lot of people who do not have that. I think that is a big part of becoming a coach- your level of emotional intelligence, how you read people (Appendix G, p. 216).

Coach G explicitly recognizes the importance of Emotional Intelligence in the ability to analyze a situation.

In sum, this question elicited responses expressing the importance of past learning experiences. The coaches vividly detailed their prior work experiences and described

how they actively sought opportunities for self-development and knowledge acquisition. It appears that the passion for their work heavily influenced the desire to improve at their craft.

Question 2: Discuss your playing experience and its influence on your coaching?

As identified in the literature and in the interview results, playing experience clearly influences the coaching approach. The influence of the coaches' past playing experience is demonstrated through their personal experience in playing as well as being coached as a player. For one coach, his experience of playing professionally combined with his start in coaching enabled him to gain a deeper understanding of the game. Coach J comments, "when I started thinking about it, it definitely made me an even better player as well, because you had to think of things more clearly, instead of just being instinctual" (Appendix J, p.270). Through the practical experience of playing and learning by reflection, coaches are able to gain perspective into the components of teaching and instruction. As a player, Coach E thought his playing experience gave him:

A greater perspective on what it takes as far as the physical component and the mental aspect of it, the off-the-field professionalism that you need. It gives me a real sense of a greater perspective of the demands that the players go through- the ups and the downs. When I was in Rochester, I didn't play a whole lot. Being a substitute, I kind of knew what that felt like. When you're dealing with teams, the players that don't play. It gave me a better sense of what the players go through both on the field and off (Appendix E, p.192).

Though Coach B also believes his past playing experience helps in understanding the demands of the game, he feels that prior professional playing experience is not as important to the current professionals he coaches compared to his knowledge:

I found very early that they (professional players) still wanted to be coached and if I could be a coach or a teacher that would give them a little piece of information that would help them become a better player, that's exactly what they want. If I can create an environment they know is going to make them better, that's what they want. And that's where across the board, the profession of being a coach or a teacher is so invaluable and where your knowledge and your experience of how to implement that is so important (Appendix B, p. 156).

In this example, Coach B's response indicates the importance of understanding the context of the environment and using applicable knowledge, as well as forming an idea of the optimal performance environment. The context of the environment and creating a proper fit for the players surfaced in a follow-up question to Coach F concerning guided learning within results-oriented playing levels:

Even at the highest level, you can create training sessions that challenge the players in areas that you want them challenged so that now the team starts to get better at certain things... So you have a sense of how those things work and then you apply them to the level of the player you are working with (Appendix F, p. 207).

Comments reflecting the "sense of how things work" relate to the coach's knowledge in dealing with similar experiences. This "sense" is based on past work experiences as well as past playing experiences. Teaching and instruction within the proper context is also introduced. Cognitively, coaches are always analyzing how their work is reflected in player performance.

Question 3: As a player, what was your conception of coaching?

This question continues to explore each individual's past experience as a player and challenges him to reflect on his experiences being coached. Responses were very

idiosyncratic. Coach F believes that the team's personality would reflect the coach's aura. As a player, his conception of coaching was:

That a coach sets the tone every day, and that the coach's personality, good or bad, typically came out in the group in different ways. I had a sense as to how important it was for a coach to be a good example for how things should be done, how to act, how to speak to the team, how to communicate. I had a very clear picture as to the way a coach's personality played into a team (Appendix F, p. 205).

Coach E believed that coaching was managing the group and working to get the most production from them. Coach C thought that coaches were simply "physical fitness role models" (Appendix C, p. 167). Interestingly, both Coach C and D indicated that their conception of coaching gave them a starting point for what should be considered good or bad coaching. As such, it allowed them to develop some type of context and analysis. Similarly, Coach F's comments describing how the coach's personality is reflected in the team introduce the concept of modeling behavior.

Question 4: Discuss the most effective coach you've ever played for or worked with and describe their qualities?

Responses to this question highlighted the importance of informal learning opportunities and modeling authentic behavior. Though each coach had his own selection of coaches he admired, coaches tended to take a broad perspective on this question. In addition to the invaluable personality traits of their respected coaches, interviewees recognized the learning opportunities and proper model behavior.

Coach I comments on the value of informal learning opportunities, "I think that you take in a little bit from a lot of the different people that I played for over the years

whether it was professionally or in college” (Appendix I, p. 260). Learning was also evident in observing behavior. Coach D reminisces of his time with an influential coach, “In Alex Ferguson, I saw the way he treated everybody. That you could be a tough coach but you can have fun with your players” (Appendix D, p.179).

Informal learning opportunities allow coaches to discover their own individual perspectives. Coach B states:

I learned so much and yet I also think it’s important as an individual to be your own self. You learn some things that work and you also learn ways that you would implement some things differently. Then, you go out on your own. Bob Bradley would always say this to me, he goes, “coaches need to work at their career, they need to work at their trade, and they need to constantly spend time evolving their own ability to be a good coach” (Appendix B, p. 157).

Similarly, Coach G echoed his thoughts on being authentic, “All of these guys that you’re around, you have to realize that you are not them” (Appendix G, p. 224). Reflecting on the experience of interacting and learning from others, the coaches in this study expressed the importance of authenticity and being true to self. Through interaction and observation of admired coaches, they also understood the importance of proper coaching behavior.

Question 5: Tell me about your formal and informal coaching education and training?

Responses to this question indicate a preference for informal education rather than formal education experiences. Developing relationships from the formal soccer coaching schools was an interesting finding associated with this question; Coaches B, D, E, and I

all identified coaching schools as useful in developing a network of coaching contacts and relationships.

In terms of formal learning experiences, some coaches expressed the significant influence of their academic education. Coach I reflects how his academic background influences his coaching approach:

I got my Doctorate in Organizational Dynamics & Leadership. So, I did a little reading in leadership and consistency. Those things were big in my start of my journals for my doctorate. Have the players chart their progress for the season and setting goals collectively as a group and their progress as a group (Appendix I, p. 261).

Similarly, in an unrelated follow up question, Coach J stresses the influence of his college studies:

I was a philosophy major and psychology. I wanted psychology; I like dealing with people and personalities. I like to try to read people, so I think that also is something I've been interested in. But as far as players go, I think it's just about reading players (Appendix J, p. 274).

Coaches E and F explicitly stated that their optimal learning occurred on-the-job, in informal learning opportunities. Coach F's comments on formal and informal education:

I am much more someone who through coaching and observing teams in different sports, by observing other coaches, came up with what I felt what is important and how things should be done. It is much more a product of all of that than the formal side of things. Honestly, often times coaching courses, coaching clinics, are not really fitting with the real situation for players, for what real training sessions look like (Appendix F, p. 208).

Coach C also highly valued his interaction with other coaches:

The opportunities that I have to go coach with people, have people come along coach with me, have absolutely been fantastic in terms of learning different things, learning different ways, how people handle situations. It seemed a

different characteristic of different personalities. How people deal with it. Coaching, definitely, is not a science for me, but an art. There are many ways to paint that picture. And, I think, that has been something I have luckily learned from many people (Appendix C, p. 168).

Informal and formal learning opportunities helped to shape the perspectives of the coaches in this study. Coaches appear to identify their ideal method of learning and seek opportunities within that realm. Responses also indicate that some form of interaction involving the exchange of ideas occurs in the coaches' learning process.

Question 6: How do you learn best?

Methods of optimal learning vary individually. Although the coaches use a variety or a blend of different methods, optimal learning appears to be a factor of some form of interaction. Learning from experience was prevalent throughout the interviews. Specifically, learning from doing, or on-the-job experience resonated universally with the coaches in the study (Appendix A-J). Coach G's direct experience of on-the-job learning:

You just learn from doing over and over and over again- when to push the team, when not to push the team. If you have a pretty decent level of reading people and emotional intelligence, then these are things that just come natural (Appendix G, p. 217).

Learning by doing is also a form of "trial and error" (Appendix D, p. 181).

Discussion is another widely preferred learning means (Appendix A, B, C, I). Similarly, Coach E uses a blend of conversations and the practice application (Appendix E).

"Watching and interacting with people" (Appendix C, p. 169) is another experiential learning method.

In an interesting perspective on his learning process, Coach H learns by, “daydreaming, conversations, practical experience” (Appendix H, p. 245).

Daydreaming is actually very good and healthy because your most beautiful ideas will come to you while you’re daydreaming. It’s healthy. It’s food for the mind. It puts you in a situation where things will come to you that normally wouldn’t (Appendix H, p. 242).

While daydreaming is a form of unconscious reflection, other coaches learn from more conscious deliberation. Coach F states, “I learn by observing and then thinking about things myself” (Appendix F, p. 209). This comment relates to Kolb’s Learning Styles.

Conversations and practical experience are learning opportunities that require interaction and involvement. Responses to this question illustrate the importance of an exchange of ideas for true learning to occur. It also stresses the value of doing and analyzing what works. Lastly, the comments reflecting “doing over and over again” and “trial and error” introduce the philosophy of coaching as a continuous process.

Question 7: When do you feel your best, as a coach?

Responses to this question were distinctive, but insightful. It allowed the coach to reflect and analyze his experiences. Like playing, coaching is an activity that appears best performed when coaches are properly prepared. Organization and preparation was a consistent theme (Appendix A, C, D, E). In addition to the organization and preparation required of a coach, Coach C reflects on the importance of relationship building:

At the end of the day, when I am at my best, I am best organized. No excuses will ever come into play here. I know I have the chance to be face to face with them all. That is when I am at my best. Coaching the national team, you do a lot of emails, phone calls, but there is nothing like contact time with the players on the pitch (Appendix C, p. 170).

Other coaches felt that they were at their best when they were able to build the proper environment (Appendix I, J). The ideal environment is one that includes a collection of the proper group of people in a fun and competitive atmosphere (Appendix I) while eliminating any distractions (Appendix G).

Open-ended questions, such as this, prove to be insightful in determining what matters to coaches. Commonly, coaches felt at their best when there was a level of comfort as well as a sense of knowing. Indirectly, this refers to the coach's perspective. It also reflects on the coach's need to have influence or be involved in the situation.

Question 8: Do you consider soccer coaching an “art” or “science”?

In today's age of rapidly accessible information there is clear sentiment that coaching is a blend of art and science with most of the coaches interviewed believing that coaching is combination of both. With widespread accessibility to physiological and sports science information, savvy coaches apply relevant information to their coaching philosophies. Coach A's opinion, “I definitely would say a science. It is nice to say, it is an art, but there is so much information available, that it almost makes it a science” (Appendix A, p. 149).

Coach D's thoughts:

Depending on which way your core values as a coach take you, it might be a little more science for some, it might be a little more art for others. It is definitely a combination of both. It's the same with coaching. The idea of teaching is very scientific. The idea of leading is very much an art- moving and inspiring people and all the different tools that you have to use to paint pictures and inspire different people. That is very much an art. It's a marriage of both (Appendix D, p. 183).

Other coaches recognized the importance of the science of sports coaching but were attracted to the art of the process. Coach E's thoughts, "For me, I believe now and I have always believed, it's more of an art than a science when you're dealing with people and dealing with human beings" (Appendix E, p.196). Coach B eloquently encapsulates, "it's a balance. I think you go into it with as much fact as you can, but you better be good at all the pieces in between, which are the art of how you actually do it" (Appendix B, p.162).

Astute coaches understand the importance of having ample and relevant information as well as the right perspective. The art of coaching allows for interpretation whereupon the coach draws on past experiences to help make sense of situations. Showing competency in the science of coaching demonstrates to players, the coach's knowledge as well as his drive for self-improvement through new knowledge acquisition.

Question 9: Think about the ideal motivational environment. What role does the coach play in creating this?

The coaches recognize that getting people involved in the process is essential to creating a strong environment. Coach H believes that, "we need to get people involved with giving themselves good experiences, by proving to themselves that they can do it" (Appendix H, p. 244). Along with involving others, the coach also needs to set the correct example. Coach F believes that the proper motivational environment has:

The right level of trust, respect, and communication. That's got to be good energy. It has got to be challenging...so if you're going to ask people to come in everyday and... I've always said that to be successful in anything, you can't get away with going in halfway (Appendix F, p. 209).

Consistency was another important behavior helping create the ideal motivational environment (Appendix E). Coach B's statement elaborates:

I think energy and personality are a part of that, but the consistency with which you drive a team every day. Practice doesn't make perfect, it makes permanent. If, as a coach, you constantly give your team some energy- some life. I think it has a lot to do with fun and passion (Appendix B, p.163).

Goal setting was another approach used to help create a strong environment (Appendix B, I). Coach G describes his ideal, "The more things your guys do on their own, the better team we are going to have" (Appendix G, p. 219).

Responses seem to indicate that the coach is influential in the process of creating the motivational environment. Their answers demonstrate that the coach helps initiate this environment through his own behavior; in essence, the coach models behavior of the ideal environment. Additionally, the theme of involvement is reinforced through the learning, competitive, and fun experiences created through the environment.

Question 10: What are your thoughts concerning "relationship building"?

The thoughts expressed by the coaches in the study concerning relationship building indicate that the process can be prominent in both individual and team success.

Creating relationships are similar to creating environments. Relationship building:

Starts with honesty and I say continuity because you need to be consistent in the way that you deal with players because you never know what they are watching. I always try to tell players you never know what the coach is watching, but it's the same way (Appendix B, p. 161).

Initiating meaningful relationships encompasses involving players in the relationship building process through questions. Coach H summarizes:

I can phrase my question in a manner that leads up to something. But I want them to get involved in the thinking process, about how to solve problems. It's all about solving problems- all day long.... Having conversations. Talking to them. It's by what you say and what you do, what you stand up for, the things you argue for, and what you believe in. In other words, what you then find out real quick is how much moving yourself along within soccer relates to life, in general (Appendix H, p. 239).

Through various means, Coach I stresses that the point of relationships, "is to have time for one another and try to create an environment of interactivity in informal ways" (Appendix I, p. 255).

Coach A's thoughts on relationship building provide a different perspective:

Every player is its own company. You manage all different companies. With Team NY, it is no different. I have a list of my players, cell numbers, email addresses, agents' numbers, email addresses, coaches' numbers. Everybody is a company. I tell the players because they are a company, it is important that they manage themselves as a CEO of their own company (Appendix A, p. 146).

Overall, coaches agreed that relationship building is important to team success. Relationships are another means for making people, and especially players, feel good about themselves. Being involved in the process, heavily influences the emotion of self-worth. When people feel positive about themselves, they are likely to enjoy their experiences. It is important to note that relationships are fluid. Perspectives on relationship building are further discussed in Chapter 5.

Question 11: You're starting with a brand new team, what's your approach?

Coaches in this study appear to adopt a consistent approach to their work. 'Properly analyzing their situation' was a common and repeated response to this question.

Coach B believes it starts with a sense of humbleness and realization to “figure it out first” (Appendix B, p.164). Coach F echoes similar thoughts:

When you start, I don’t believe that you should act like you come in and you got all the answers from the get-go. You start with the idea of saying that we got to create, in time, a shared vision of what we are going to be all about (Appendix F, p. 212).

Coach G applies his own experience, “You have to pick up on where the program was. In a way, I am trying to do the opposite of what they used to do here” (Appendix G, p. 228). Coach I believes that, “Leadership within your group has to be a form of leadership of not telling, but doing. This is one of the hallmarks of developing” (Appendix I, p. 267).

Clearly, coaches need to understand that every experience is new. The philosophy of first analyzing the situation is explicitly emphasized in responses to this question. Coaches recognize the importance of being humble and open-minded. Upon analysis, the proper leadership approach of leading by doing is also emphasized.

Question 12: Is there a pre-set curriculum you follow?

Though coaches heavily value organization and preparation, they also understand the power of flexibility and adaptability. Most of the coaches in this study believed in coaching in the moment. This is best characterized by Coach I’s comments:

There is absolutely, no set curriculum. We are changing on the fly. The one set curriculum is everything will change. The one set curriculum is that you’ll always be learning. And the one set curriculum is we’ll always try to make it fun. And we’re going to build up competitiveness and intensity in whatever we do. Poise, challenging, focusing on the right things, whatever it can be (Appendix I, p.264).

Similarly, Coach D is reluctant to use a pre-set curriculum:

Because you walk in the locker room and you see and feel the players and know this isn't the right thing. So I'm very much open to the idea of feel and touch. I'm also a guy that listens to our players (Appendix D, p. 184).

Coach E also feels comfortable coaching off perspective:

We have a sense and a rhythm that we have developed. So we have a sense of what, how the weeks leading up to our first game should look like. But we don't necessarily have a curriculum, no (Appendix E, p. 201).

Comments to this question directly stress the significance of the environment as well as the experience of those involved. By involving assistant coaches and players, head coaches work to create an experience that is interactive and reflective of requirements needed to be successful. Seeking feedback and observing the behavior of the participants are powerful tools encouraging involvement in the team experience.

Question 13: How much of your coaching is pre-planned vs. reactive?

Flexibility and the ability to adapt to the situation also characterize the responses to this question. Building on the previous question, coaches were challenged to reflect on both their long-term and daily approach to coaching. Coach J's comments:

It's definitely more reactive. I would say I have a lot of preplanned tones, as far as, how I want to start something. But I have no problem switching something if a red flag or something's not working (Appendix J, p.282).

Likewise, Coach E uses a similar approach:

When you are on the field, within each segment, it is reactive for me. I have the structure of what I want for the session. But once I am out on the field it's much more reactive to what I am seeing (Appendix E, p. 201).

Coach B summarizes this question realistically:

There are some days when you can plan it out and it goes according to plan and it all works great and there are other days for whatever reason, it doesn't work at all and you have to adjust and change it (Appendix B, p. 164).

Similar to the curriculum question, most coaches emphasized the importance of having a flexible plan. Adapting to the coaching situation involves both an analysis of situation as well as observing the feedback of the players. As alluded to in several responses, coaches need to be able to change or fix the parameters of the situation, as needed.

Question 14: How do you balance a “competitive environment” with a “learning environment”?

Generally, coaches believed in creating an environment that focused on process. This approach is within the belief of “being in the moment.” Coach D summarizes his thoughts:

I learned a long time ago that if you concentrate too much on the end product, you're in trouble. You have to really focus on the process and the details that go along the way and that winning is a byproduct of the learning environment or whether you call it the details (Appendix D, p.185).

Coach I made an important distinction in his interpretation of the environment:

Our learning environment is the spring. Our results environment is the fall. But, even though you're in a results environment in the fall, there's a ton of learning going in there. There's another thing that I don't think that everyone truly understands, it's that for everybody it's a process... it goes back to guided learning and that takes place on a daily basis (Appendix I, p. 263).

Coach C believes a connection exists between being competitive and learning:

Competitive and learning are the same... We focus on the little things to make sure performance is good as what we want. The by-product is we want to win

every time we play. It is the by-product, not the end product. The end product for me is we're improving their technical and tactical knowledge, improving their game savvy in international competitions. Those are the things we need to look to do. I think if you do that, performance will follow (Appendix C, p. 171).

Even at the professional level, a medium needs to be struck:

There are different levels of patience and time learned. Still as a manager, you have to have a balance and a culture set so players aren't constantly worried about making one mistake. There are going to be mistakes made and there is going to be time given and a lot of this expressed to these young kids early. And I think we do that. Eventually that window closes if the adaptation doesn't happen as quick as you would like. But there is time built in for the learning curve and we are doing that now with some of our young guys (Appendix E, p. 200).

The coaches' responses indicate the importance placed on the learning environment. Also, the important process of teaching and instruction is repeated. The consistent references to "process" reiterate the coaches' recognition of the continuous cycle of coaching.

Other Responses

Follow up questions allowed coaches to offer their own personal views.

Specifically, Coach H shared some insightful comments:

Coaching comes down to personality. It's about personality. It's about how to transmit and understand the game and help others understand it too. It's all about an understanding, in the end. From my personal view, it's about digging a little deeper and understanding the nature of the game (Appendix H, p. 232).

In the end, if things don't work out, you don't fail, you only misplace- you haven't found your place yet. If you're in search of people's gifts and talents, you will find them. You will then manage to create an atmosphere where this can come out. Where you can say, "this is not going to be easy but believe me, you can do this" (Appendix H, p. 236).

Both of Coach H's comments reflect upon the importance of teaching to the coaching process. This perspective proposes that effective coaches are able to transmit

their understanding of the game in an easily understandable message. Additionally, the importance of ‘fit’ is also reiterated. It is proposed that ‘fit’ is a product of the player’s playing level and the learning environment. Coach H’s last comment also implies that the learning environment must be challenging.

Summary

The coaches in this study demonstrated a passion and thoughtfulness about their craft—the craft of coaching soccer. Their passion for coaching was reflected in the stories of past experiences. Consistently, coaches recounted learning opportunities that required their involvement. The starting point for involvement begins with the coach’s past playing experience. Playing experience was just one point of reference relied upon for analysis and thoughtfulness. Coaches also reiterated the importance of learning on-the-job or through experiential opportunities. These coaches were active participants in their learning.

Their experiences also appear to resonate in each coach’s own approach to coaching. Personal contact and interaction with model coaches seems to have significantly shaped the philosophies and methods of these coaches. Yet these individuals also strongly believe in authenticity and coaching within their own personality. Through their own direct experiences as well as observation and conversations with other coaches, these individuals have developed their own philosophy and perspectives on coaching. Ultimately though, these coaches share common beliefs and behaviors in their approach to high-level coaching. From these common qualities, a coaching model is developed.

CHAPTER 5

THE ANALYZE-INVOLVE-MODEL (AIM) SOCCER COACHING PROCESS

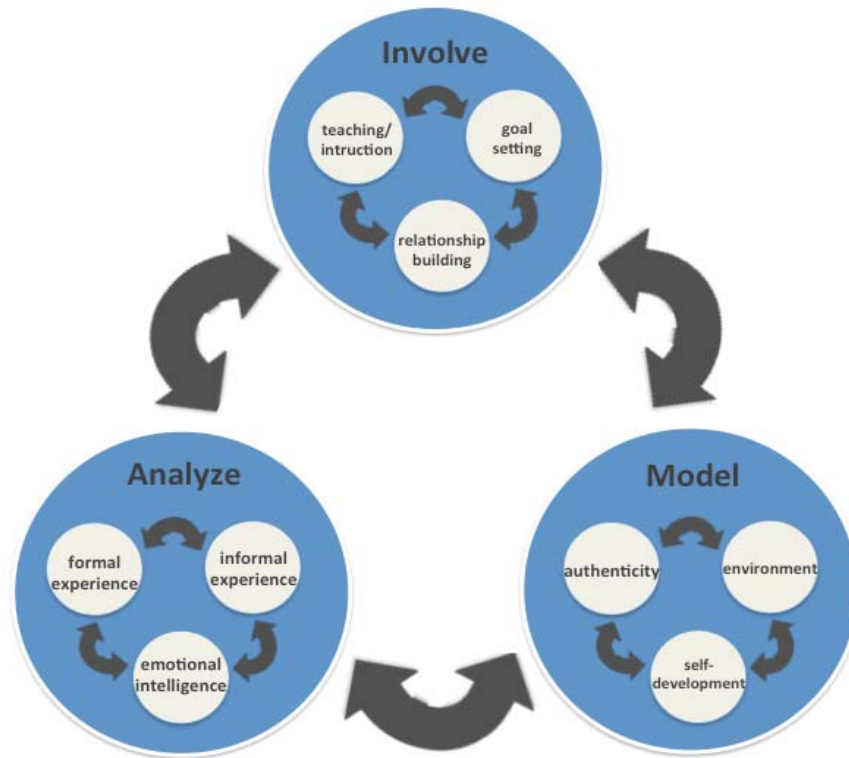
Introduction

The Analyze-Involve-Model (AIM) Soccer Coaching Process is based on the perspectives of processes, behavior, and leadership identified in the literature and indicated by the dominant themes that emerged in this study. Coaching is a continuous cyclical process that develops and challenges athletes to build on incremental improvements towards ultimately achieving success. Qualitative interviews with 10 high-level men's soccer coaches identified three clear themes that illustrate this continuous cyclical and interconnected approach. When aggregated and interpreted, these themes demonstrate a simple framework applied to the dynamics of coaching. The AIM Soccer Coaching Process illustrates the continuous cyclical and interconnected process of these high-level soccer coaches in their coaching practice.

This chapter introduces and provides a review and discussion of the AIM Soccer Coaching Process. This model is not a linear, "how-to" coaching model; it does not suggest sequential steps or detail best practices. The AIM process proposes a framework that coaches begin with and continuously apply in their daily coaching work. After a brief overview and discussion of the AIM Soccer Coaching Process, a more detailed exploration of the Analyze, Involve, and Model phases will be included.

AIM Soccer Coaching Process

Figure 6: AIM Soccer Coaching Process



The AIM Soccer Coaching Process is a three phase, continuous, cyclical process of situation analysis, direct participant involvement, and behavior modeling. The coach immerses himself in the processes of Analyze, Involve, and Model and applies it at all contextual levels. It is as applicable to the team context as it is to the individual player context. The schematic reflects the intra- and multi/interdisciplinary process within this theoretical and practical framework (Abraham et al, 2006). As the model depicts, the coach will often be concurrently involved in all three stages, for each of the three stages is interconnected and influences each of the others.

The three phases of the AIM process each have three underlying pillars that form the foundation of the phase. The underlying pillars are the components that influence the

phase. Similar to the continuous, cyclical relationship among the three phases, within each phase is a continuous, cyclical relationship among the three underlying pillars. Likewise, the three underlying pillars also influence each other. In essence, there is both an intertwining of the phases as well as an intertwining of the pillars within each phase.

Process Overview

Beginning with a thorough analysis of the situation, the coach engages in collecting information through observation, conversations, and any other relevant means. Once all relevant information is aggregated and analyzed, the coach develops a sense of the situation. The coach's formal experience, informal experience, and emotional intelligence are the three pillars that influence a coach's ability to analyze. The Analyze section of this chapter includes a discussion of the three pillars.

The Involve phase is the active engagement and inclusion of all vested individuals in the process of working towards team success. It constitutes aligning everyone through relationship building, teaching and instruction, and goal setting—the three pillars of the Involve stage. Through these three pillars, the group is able to actively engage its members in a shared vision. The three pillars of the Involve phase are discussed in the Involve section of this chapter.

The third stage is the Model phase. In this phase, the coach engages in leadership that models behavior consistent with the shared vision of achieving the team's goals. Modeling reinforces the steps and requirements needed for reaching the shared goal. The pillars of the Model phase are authenticity, environment, and self-development. These pillars are discussed later in this chapter.

As described previously, the AIM Soccer Coaching Process is a continuous practice. Coaches will find themselves simultaneously working within each of the three phases. As astute coaches work within this framework, they will continuously engage in analytic and collaborative approaches that identify successful behavior. In the next three sections of this chapter, I first provide an overview of each phase, and then examine the underlying pillars that influence the phase. Each section also shows the relationship between the research findings and the coaching literature. At the end of each section is a brief summary that encapsulates the stage.

ANALYZE

As indicated in the literature and the interviews with coaches, effective coaching begins with a thorough situation analysis. Whether it is the individual, group, or environmental setting, effective coaches engage in a thorough analysis of the situation that guide the coach towards relevant and optimal paths, focused forward. Coaches refer to this process as the ability to “size up,” “feel,” or “sense” a situation; these are descriptive terms that explain the coach’s perspective of the situation. The Analyze stage of the AIM Soccer Coaching Process focuses on these coaching processes.

Analyze Overview

Analyzing a situation begins with the coach’s ability to focus on the relevant criteria and circumstances while blocking out irrelevant distractions or influences. An understanding of the situation is a function of direct experience and knowledge acquired through other means. Consistent with Vallée and Bloom’s (2005) work, it appears that

coaches with a wide range of qualities and experiences are able to understand situations and behave accordingly. Being “in the moment”, the art of approaching every situation as a new experience while also drawing on relevant past experience to help create some sense of the situation, was a repeated theme in the interviews (Appendix F, H, E). For example, when starting in a new environment, though it is important to draw on past experiences, coaches need to understand that they do not have all the answers. Coach B stated, “any time you move, you have to go into it and get a really good understanding of what it is you’re doing before you start trying to move everything around” (Appendix B, p.164). Likewise, Coach I maintained that the initial approach needs to determine what works (Appendix I).

The coach’s ability to effectively analyze a situation is influenced by formal experience, informal experience, and emotional intelligence. Formal education includes the coaching licensing program as well as university degrees attained in relevant disciplines. Informal education includes on-the-job learning, observation, reflection, and communication. It also includes past playing experience. The third component, emotional intelligence, refers to an ability to recognize the meanings of emotions and their relationships and to reason and problem-solve on the basis of them. This component is independent of soccer experience. In sum, the three components of formal experience, informal experience, and emotional intelligence provide the coach with a span of knowledge to better enable him to accurately diagnose the situation.

Formal Experience

Relative to this study, formal experience refers to the coaching license accreditation program administered by the United States Soccer Federation (USSF). The highest coaching accreditation in the United States is the USSF “A” license. General feedback of the coaching courses ranges greatly. Some coaches believe that formal coaching courses are very beneficial in providing an initial basis and starting point for their progression as a coach. Some think the courses also offer insight into the analytical part of the game.

On the other hand, there is sentiment that the courses do not provide any real learning opportunities. Coach E said:

The real learning for me was not so much on the field during those sessions; it was in the evenings at the bar with all of those guys I was taking the course with. Having great conversations about the game and about what we did today and how we would do it if we were managing (Appendix E, p. 195).

Interestingly, though the overwhelming majority of coaches in this study hold a USSF “A” license, these coaches do not identify this formal education as their preferred acquisition of knowledge. The soccer coaching licensing program progresses from the basic introductory level, “E”, through the highest level, “A” license. Each coaching level builds upon theoretical and practical knowledge. Coaches holding an “A” license would be assumed to have attained the required knowledge to be better coaches. Typically, most full-time coaching positions require an “A” license.

Informal Experience

A significant recognition is that coaches at the elite level further their education through informal learning opportunities. Mallet's (2009) literature on informal learning opportunities is consistent with the findings from this research. Observation, reflection, and discussions are all means these coaches use to gain a deeper understanding of the game and coaching methods. All informal channels require the coach to seek these opportunities. It is important to note that informal learning allows the coach to discover what he holds as important to coaching. While informal learning puts the responsibility of knowledge acquisition squarely on the individual's shoulders, it is self-directed and allows for freedom and creativity.

Of all the informal learning opportunities, on-the-job learning appears to be the most meaningful method of knowledge development. On-the-job learning provides many benefits. To some coaches, it means "learning on the fly" (Appendix J, p. 269). On-the-job learning provides the coach with a real-life laboratory to test and challenge themes or philosophies taught in the coaching schools. Coaches also learn to identify what works and what needs to be adjusted or tweaked, in order to fit their personality and needs. Coaching their own team also gave these coaches the freedom to try new ideas. Perhaps most importantly, on-the-job learning provides instant feedback. In most instances, coaches recognize immediately if something works or does not. Coach E's comments:

When I took my teams, you learn on the job. You learn what works, what doesn't work, you learn about people, you learn how to manage, you fail, you come back and try it again- maybe tweak it. There is no replacing the practical experience of being on the field when you are in charge (Appendix E, p.195).

Observation is repeatedly used as an optimal learning instrument. Watching and observing other coaches provide new ideas and knowledge. In some instances, coaches simply learn alternative ways to instruct already known material. In these instances, it serves to reinforce themes and philosophies. Conversely, observing others also allows coaches to identify bad practice and poor methods. Coach G's first college coaching experience included observing the head coach's burn-out and subsequent withdrawal of effort (Appendix G).

After observing, most coaches use some form of reflection in order to gain a more comprehensive understanding. A repeated theme throughout the study was the tweaking and adjusting of ideas and philosophies to fit the individual coach's personality. A consistent theme was the comfort of being able to apply ideas that fit their own way of thinking. Reflecting on new knowledge allows coaches to find a deeper understanding of the idea as well as find a comfortable balance between new knowledge and their personality (Appendix F). This is evident when coaches attain ideas from others and then adjust the new knowledge to fit personal mental models. The coaches feel more confident when there is a clear mesh between new ideas and their own personality. Coach A describes his process, "It was always tweaking things, and as you are tweaking things, I am sure I did not discover anything new but the way that it worked for me"(Appendix A, p. 135).

Discussions with other coaches are opportunities to learn new content and insight. Conversations allow individuals to learn from others' experiences while also providing opportunities to test one's own philosophies and ideas. However, perhaps more importantly, discussions provide the opportunity to challenge our own mental models and

the processes by which we think. For example, a conversation between two coaches with contrasting ideas might initiate new thoughts or considerations in one coach, simply from the exchange of ideas. Discussions provide coaches with an opportunity to examine and reflect upon the approach of others as well as discover whether their own viewpoints hold up when challenged. Reflection sometimes results in new mental models and cognitive sequences.

Past playing experience is influential in coaching high-level soccer. It provides insight into the demands and requirements both on and off-the field. However, at its core, past playing experience provides a starting point for knowledge. As Abraham noted, performance decisions cannot be made if the coach does not understand performance (2006). Coaches who have played at the professional level draw on those experiences as reference. All of the coaches interviewed in this study had past playing experience. Seven out of the 10 coaches played at the professional level with one player playing at the National Team level and appearing in the World Cup. The three non-professional players all played at competitive college programs.

On the field, a coach's past playing experience provides direct experience and knowledge of specific playing positions. Coaches who played the game at a competitive level develop an understanding of what works and what does not work on the field. Playing experience provides a benchmark for what can be demanded from the players. Plus, it provides insight into the different roles of the players during the game. Coach B's comments:

From a youth player, to a college player, to eventually earning a professional contract, you learn a lot about the requirements of what it takes along the way. I think I bring that into my coaching as well because I don't think I would have ever been labeled as the star or best player at any of those levels. I certainly

understood what it took to be successful and eventually reach those levels and part of that has made me the kind of coach I am; understanding both sides of it, understanding maybe the role of the player that is a role-player, given the opportunities to be successful or maybe having some very hard lessons learned along the way (Appendix B, p.155).

Past playing experience can also give the coach credibility. Current players are likely to listen to a coach who has direct experience in the playing context. At the professional level, coaches with past professional playing experience are better able to comprehend the off-the-field demands of the media and sponsor requests (Appendix A, E). Lastly, past playing experience allows the coach to consider things from the player's perspective. Former players have knowledge from their past playing experience to be able to join in and participate as a player in training sessions. Participating as a player in training allows the coach a unique opportunity to evaluate player performance. Coach H epitomizes the player's perspective, "When you play with someone, it's the fastest and best way to understand what's going on in his head; can he make plays?" (Appendix H, p. 235).

Emotional Intelligence

Emotional intelligence (EQ) is a wide array of competencies and skills that drive leadership performance (Goleman, 1998). There are four main constructs in Goleman's model:

1. Self-awareness: the ability to read one's emotions and recognize their impact while using gut feelings to guide decisions.

2. Self-management: controlling one's emotions and impulses and adapting to changing circumstances.
3. Social awareness: the ability to sense, understand, and react to others' emotions while comprehending social networks.
4. Relationship management: the ability to inspire, influence, and develop others while managing conflict. (Goleman, 1998)

The ability to identify personality and behavioral characteristics in one's self and others has been recognized in the literature as well as in the study interviews. EQ is a characteristic independent of coaching knowledge. EQ is knowing one's self—self-awareness. Effective coaches need to have a keen understanding of their strengths and weaknesses, behavioral tendencies, and cognitive models. Thelwell found that this understanding affects learning and performance (2008). Before a coach can approach a player, he must have a sound evaluation of himself first. Thelwell's work found a coach's effectiveness was influenced by his ability to judge his own and others' emotions (2008). Therefore, a comprehensive self-understanding provides the coach with a benchmark.

While observation of other coaches has already been identified as an optimal learning method, coaches also need to understand their own individual style. For coaching to be authentic, the coach needs to develop a sense of his own qualities as well as staying true to his personality. Authenticity will be discussed later in this chapter. As an individual, the coach must be able to look at himself in a critical way in order to distinguish areas of improvement (Appendix F). Coach F summarizes his thoughts:

When you coach, you constantly, in a way, hold a mirror to each player so they can see clearly who they are, what they are, and what needs to get better and how they need to do things. In order to do that with each player, you have to have the ability to do that for yourself (Appendix F, p. 205).

Flexibility is another critical coaching trait. Particularly when reflecting on past experiences to help make sense of current situations, coaches must be able to adjust their way of thinking to provide alternative perspectives. Coach H believes, “When you change the way you look at things, the things you look at change” (Appendix H, p. 248).

Within a competitive soccer environment, it appears that EQ is improved with years of experience. From on-the-job learning and the activity of ‘doing’, coaches are able to gain a better understanding of their own personality, as well as their players’.

Coach E encapsulates:

For years, I have developed maybe this sort of sense with people and reading people. What gets through to certain people and how people respond- tells me and leads me in a certain way. I guess over the years, whether I was born with it or whether I developed it over the years, it is hard to say. But I just feel as though I have a sense of people and their reactions and their feelings. I think it’s a strength that I have and it’s a feel that I’ve developed through a perspective of being around teams a lot (Appendix E, p. 199).

Analyze Summary

The combination of formal experience, informal experience, and emotional intelligence all serve to provide the effective coach with a wide scope of knowledge and a strong foundation for the Analyze stage of the AIM Soccer Coaching Process.

Application of this knowledge is used to construct the best available perspective of the situation. Sometimes, coaches are forced to develop a perspective based on insufficient information. In these instances, coaches tend to revert back to relevant past experiences

to help make sense of the situation. The Analyze stage of the AIM process is critical since it provides a point of reference for the Involve and Model stage.

INVOLVE

As the coach analyzes the situation and develops a sense for where the group is, he also engages in the process of involvement. The purpose of involvement is to actively unite all stakeholders in the daily work required to be successful. This includes players, all of the coaching staff, and anyone else who directly affects the performance on the field. This discussion of the Involve stage focuses on the behavior of the coach.

Involve Overview

For teams to be effective, participants need to feel that their work and contributions are meaningful, that they are involved in the process. Becker (2009) believes that strong relationships allow coaches to involve athletes in the decision-making process. Fundamentally, group members have to be willing participants in the exchange of ideas (Appendix H). Being involved in the process occurs through discussions and exchanges of ideas at the group, small group, and the individual level (Appendix F). It encompasses knowing other participants at a significant level. Therefore, the involvement stage is a continuous process that begins with creating a shared vision which is a detailed affair since it includes all participants bringing their personality to the process (Appendix F). From here, the group establishes a way of being, its identity.

Involvement is paramount because it gets the players and coaches working in the same process, together. Through discussions and direct experience, participants are able to identify what works and doesn't work, together. Involvement focuses on the experience and provides a sense of empowerment (Appendix I). Coach H's thoughts:

We need to get people involved with giving themselves good experiences, by proving to themselves that they can do it. That's a good teacher- one who doesn't give all the answers (Appendix H, p. 244).

Involvement also encompasses problem solving (Appendix H).

I used to say at University HS, "I've done my best coaching in the dining hall." When we're sat down at lunchtime, around the big round table and there is a bunch of players there. Before you know it, we're throwing stuff out there, like we're doing now. Now, I've got them all thinking and more involved and thinking about the issues, seeing things a bit different. It's about that. It's about enlightenment, more than anything else (Appendix H, p. 246).

There are three main pillars that form the foundation for the Involve stage in the AIM process: relationship building, teaching and instruction and goal setting.

Relationship building is a prerequisite for involvement. As the relationship building process occurs, teaching and instruction concurrently happens, as well. Meaningfully engaging players in the teaching and instruction provides them with a deeper experience in the team setting. Finally, if applied collectively, goal setting allows players to relate their daily work to their development. In sum, involving willing participants in the process creates ownership.

Relationship Building

Invariably, relationship building takes time and investment. For relationships to be meaningful, time must be invested in the process of getting to know someone. In a

competitive team sport such as soccer that relies on continuous interaction amongst teammates and coaches, having a strong understanding of those working together is optimal. Both Bridgewater (2009) and Potrac's (2002) work clearly indicates that coaches who work diligently at relationship building are likely to get more production from their players. Although having strong relationships is not an absolute requirement for success, the results of this study indicate that strong relationships provide a greater potential for success. Coach E's experience:

I've been a part of teams with coaches that have had zero communication and zero relationship feel. And I have been on teams, successful teams, that have had it the opposite way. I think it is crucial to get to know your players on every level that you can (Appendix E, p. 197).

The starting point for relationship building is conversations. Meaningful discussions with players allow coaches to understand the make-up and background of the individual and also provide perspective on behavior and motivation. Asking players questions about their background and their opinions initiates this process (Appendix H) and also gets the players involved in the relationship building practice. Coaches need to feel comfortable in extending themselves towards the players first. An example of relationship behavior based on the coach's analysis of the situation is Coach G's approach:

I extend my hand to them first, in order to have them buy into me. I couldn't lay down the law. I'm taking a bunch of kids who didn't come from a structured background, who were not used to a lot of rules. I'm not going to change that in three months (Appendix G, p. 217).

Ideally, conversations need to be direct and forthright, thus eliminating any ambiguity and establishing clear intentions of those involved. Additionally, establishing

direct conversations provides a foundation where the coach feels comfortable in providing feedback to the players. It also means that players feel comfortable approaching and communicating with their coaches which is particularly important during challenging times.

In addition to being direct, coaches also need to be consistent with their behavior. Players and staff need to see and feel assured that the coach behaves consistently, for this creates standards. Consistency also helps build trust and understanding; trust is the foundation from which players create a bond with the coach. Coach D's thoughts:

If players don't like you, don't trust you, you may get some short-term results but you won't get long-term. You won't get the long-term bond that will lead to value for everyone involved (Appendix D, p. 177).

Another perspective on building trust is offered by Coach J, "I think you build trust when you give opportunities, even if they fail" (Appendix J, p. 284).

Productive relationships also need to be well balanced. Affirmation is a powerful tool in making athletes feel confident about themselves (Appendix I). However, at the competitive level, coaches need to be able to provide affirmation combined with demanding standards (Appendix C, I). Coaches need to prove to young players that they're on their side (Appendix J) while at the same time, challenging players from both a performance as well as cognitive perspective. Another critical factor at the competitive level is ownership. Through meaningful relationships, players need to be challenged to take ownership in their own improvement (Appendix I). Some relationships with players are dependent on what the coach perceives is required. For example, Coach G said:

At College M, I had to yell all the time. But the guys would respond to that. They were tough kids and they could respond to that. They needed that; they wanted that (Appendix G, p. 220).

Overall, coaches also need to realize that there are many kinds of relationships. Relationships tend to be very fluid (Appendix D). Realistically though, not all relationships will be the same and amongst a team, there will be stronger relationships as well as weaker ones. Coach F's approach:

I am a big believer in the idea that you want to get to a point where you have conversations with people, you put your cards on the table and you hope that you can get them to put their cards on the table. And then, when you do that, each person gets to know what the other person is all about (Appendix F, p. 210).

Coach F continues with his perspective on the strength of relationships:

You're not going to get everybody to the top level. Some people are never going to express themselves in that way. You understand that. That helps you understand who your leaders are, that helps you understand who you can count on (Appendix F, p. 210).

Here, Coach F implies that stronger relationships will be with the team's leaders. With some weaker relationships, coaches must recognize that not all players will be reached. Coaches need to be comfortable knowing that weaker relationships are not always a negative influence on the team. But when weaker relationships do have a negative influence, change should be considered. On the other hand, stronger relationships provide the backbone for the team. Coach E's experience:

It made me realize that when players can relate on a humanistic level with their coaches, you are going to get a lot out of that player when it comes to the playing portion. I think it's still valuable today, whether you are the head coach or an assistant coach, to be able to get to know the person allows that person to feel a little more comfortable when they are called upon to be players and have to perform (Appendix E, p. 197).

This comment aligns very close to Bridgewater's claim that star performers' loyalty to the coach will be more augmented when the coach learns what matters most to those players (2009). Literature on relationship building at the professional soccer level clearly indicates that strong relationships help coaches produce confident, secure players (Jones et al, 2003;Potrac, 2002).

Finally, different contextual factors can provide challenges to relationship building. National team coaches, for example, have very limited contact with their players compared to professional or college coaches who see their players on a daily basis. National team coaches typically have their players only for intermittent team camps and competitions; over the course of a calendar year, the coach might have direct, in-person contact with his players for only 30-90 days. Under such circumstances, it behooves national team coaches to extend themselves during non-contact periods through email and phone correspondence. Players need to know their importance to the coach and team (Appendix A). Another factor which might prove challenging is establishing relationships with people of a different culture. In such circumstances, coaches need to ensure that they have a proper understanding of cultural background and traditions of the players and staff.

Teaching and Instruction

Effective coaches develop their athletes; they push, prod, and encourage. Teaching and instruction are performed verbally, visually, and physically. But ultimately, coaching is the process of teaching and instruction that moves the athlete's development along the performance and maturity spectrum. The art of teaching and instruction is

performed in the appropriate environment at the appropriate time. Knowledge of the approach and context of the instruction is applied based on the coaches' cumulative experience. In retrospect, coaches develop a 'feel' for the best approach within a specific context.

Soccer coaches believe that players learn best from the game because soccer puts the players in continuous decision-making situations. 'The game is the teacher' was a common theme amongst the coaches (Appendix A-J). Getting the players out on the field under decision-making conditions seems to be the preferred method of teaching. Initially, teaching begins with simple, smaller components; then eventually progressing to larger components. Coach H's comments on teaching:

I believe small-sided soccer is the key to becoming an accomplished player. If things don't go so well, don't look at the sophisticated stuff- look at the basics. Then we are not good enough at the basic building blocks- the one-on-ones, the two-on-ones, and the two-on-twos. If we are really, really good at that, then we will get there (Appendix H, p. 238).

Good teaching involves matching the player to their proper fit; in other words, good coaches are able to match a player's level of play to a challenging environment. Creating an environment that challenges and involves the player in the process of finding solutions to problems is imperative. It is important that teaching provides participants with good experiences. For example, Coach H believes that, "what really makes you feel good on a day-by-day basis is doing good things and proving to yourself that you master it, that you can do it" (Appendix H, p. 243). Good teaching is having people involved in giving themselves good experiences through challenges (Appendix H). These findings are consistent with Grow's (1991) theory of self-directed learning.

A critical component of the teaching process is instruction, which is providing direction, guidance, and feedback. Effective instruction needs to be clear, concise, and correct (Appendix B, p.160). Similar to relationship building, instruction needs to be direct (Appendix A). Feedback from this study indicates that effective coaches make their points succinctly without losing the players' attention. In the end, great coaches have the ability to simplify things with the focus on the message. Coach G believed that, "effective instruction is 'at the right time,' 'said in the right way.' There's still too many sarcastic guys out there" (Appendix G, p. 225).

Instruction involves both the player and coach in a shared process of guiding the player towards success. Through instruction, the coach also challenges the player to consider his decision-making processes. Results from this study indicate variability in the opinions of frequency and amount of instruction. Coach G believes, "a lot of players need a lot of instruction" (Appendix G, p. 226) which mirrors the professional English coaches in Potrac's (2002) study.

In addition to corrections, effective instruction should also focus on adjustments and reinforcement. Often, coaches are able to help players through simple, precise adjustments. Adjustment instruction is often associated with technical abilities, such as striking a ball. Along with making adjustments, coaches also need to answer the question "why?" and be able to provide very detailed, precise instruction (Appendix J, B). Instruction is valuable when it focuses on technical expertise and answers the player's "why should I do this?" question (Appendix I). Coach B's contextual experience illustrates the importance of the message's content:

That's the best part about being around pros, you can't be wrong because you're the coach and you can't fool them. You better be able to change it so it gets better, if it's not (Appendix B, p. 160).

Goal Setting

For a soccer team to achieve success, it is crucial to have a blueprint measuring the work ahead for the achievement of group and individual goals. This ultimately indicates whether the group has stayed the course. While goal setting is useful in providing feedback for analysis, it is also an effective activity in the involvement process. In the bigger picture, goal setting is a part of the motivational environment, or culture, that the coach works to establish. The environment is explored in the Model discussion later in this chapter.

Goal setting is meaningful for the player and coach when both are involved in the process. Goals need to be specific and measurable and include both process and outcome goals. Ideally, teams and individuals should revisit their goals during training and performance periods. In his college program, Coach I makes sure to:

Have the players chart their progress for the season and setting goals collectively, as a group and their progress, as a group. That was an overall theme for the year. That way you can manage it. So we've gone back and made amendments to our goals as time goes along to see what's working and what isn't working. They're alive, they're there. We have live goals; we can look at and focus on (Appendix I, p. 261).

Literature from Abraham (2006) and Becker (2009) note that teams using short and medium range goals are able to track and evaluate their progress while also creating accountability. At their core, goals need to be challenging, yet attainable. In order to create a sense of accomplishment, coaches can help their players create reachable goals in the initial stages of formation. Once success is experienced, goals need to become more

challenging. The maturity of the group also needs to be considered when setting goals.

More mature groups can afford to be more creative in their approach, whereas less mature groups need more structure (Appendix I). Coach I's approach to goal setting:

We like to have our players set goals themselves socially, academically, athletically, tactically, and technically. We try to create them into smart goals. Specific, measurable, attainable, results oriented, and have a time frame. We ask them to write them in a journal and give them to us so we can try to harness them (Appendix I, p. 256).

Coach D's college team takes a different perspective. With an arguably more mature, experienced group, Coach D applies an alternative approach:

We understand every year that our goals are simple. We don't have to write them down. We want to be conference champions, national champions every year. It's not like we want to be .500. That is understood. Now we have to absorb ourselves in the substance of the process of getting incrementally better in all the areas that we can. Making sure that we find the best ways to use the complimentary sets of skills that we have as we build the team. At the same time, being attentive to the whole process (Appendix D, p.185).

The role of the coaches in these two instances reflects Situational Leadership Theory. For teams with low readiness levels, coaches need to apply a heavier dose of task behavior. Comparatively, teams with high levels of maturity will produce better under relationship behavior. The situation determines the strategy.

Involve Summary

Relationship building, teaching and instruction, and goal setting are all interconnected. For the coaching process to be meaningful, the coach and player need to be involved in all three pillars since none of the pillars is independent of each other. In fact, the processes and experiences involved in each of these three pillars influence the

effect felt in the other pillars. The coach's and player's experience in goal setting will likely influence how the coach approaches teaching and instructing that player which in turn affects the coach-player relationship. They are interdependent and fluid.

MODEL

Leadership by example exemplifies the Model stage. Modeling is a repeated theme in the interviews of this study; though coaches recounted repeated engagement in model behavior, most tended not to explicitly label this behavior as modeling. Modeling is demonstrating behavior that is consistent with the approach and work required for the team to be successful; its effect in the team environment is significant because it reinforces behavior. The Model stage focuses on the leadership approach of the coach.

Model Overview

Modeling occurs both on and off the field. The literature indicates that most behavior is learned through modeling (Bandura in Jones et al, 2003). On-the-field modeling occurs when the coach periodically participates in training as a player. In this example, the coach plays and competes, deliberately emphasizing the qualities desired in the players. In effect, through playing behavior, the coach provides the players with an experiential learning experience. When the coach competes and battles consistently on the training field, the team will most likely start to develop these traits.

Demonstrations are another example of on-the-field modeling. In providing coaching points, coaches must visually show players the proper execution of the required technique or shape. Therefore, it is important that the coach is able to demonstrate. If

unable to demonstrate, the coach needs to have another staff member or player correctly demonstrate for the team.

Off the field, the coach also needs to model optimal behavior since it is very likely to influence player activities. Modeling of positive social and competitive behavior by coaches is mentioned by Mallett (in Thelwell, 2008). The coach needs to model the required behavior for the situation. This form of Situational Leadership is consistent with Vallée and Bloom's (2005) work. In some respects, the team takes on the personality of the coach. The coach emanates messages verbally and through conduct. Coach F's conception of coaching:

My conception was that a coach sets the tone every day, and that the coach's personality, good or bad, typically came out in the group in different ways. I had a sense as to how important it was for a coach to be a good example for how things should be done, how to act, how to speak to the team, how to communicate. I had a very clear picture as to the way a coach's personality played into a team (Appendix F, p. 205)

Effective modeling requires that it be authentic. Authenticity is behaving in a manner that is true and consistent with one's personality. Coaches are paramount in creating the motivational environment within a team. Five qualities of successful motivational environments are discussed in this section. Finally, an outline of how a coach's drive for self-development influences model behavior is also presented.

Authenticity

Authenticity is the foundation of Modeling. Unanimously, the coaches interviewed believe in working and behaving within their own personality (Appendix A-J); they noted that this makes them feel confident and secure in their message and

behavior. Since competitive soccer exists within a scope of uncertainty, authentic behavior serves to provide a level of validity and trust in often ambiguous situations. Authenticity is grounded in individual's level of emotional intelligence, by being familiar with his own strengths and limitations. Perhaps Coach H best summarizes modeling, "if I already am what I want you to be, that is my best chance" (Appendix H, p. 238).

For some coaches, authenticity begins with the characteristics that served them as a player. Personality traits displayed in their past playing experience act as the starting point for coaching behavior (Appendix C, J). This seems logical since coaches draw on experience, in general, to help make sense of situations. Therefore, coaches are likely to rely on their own personality characteristics that were influential when playing. Coach C describes how his playing experience influenced his coaching behavior:

You really wouldn't notice me. I was a hard working player. I was a versatile player that the coach knew what he was going to get. I wasn't going to be the one who was going to win the game for you. You know you are going to get a solid effort from myself and you know I'm going to be best prepared as possible and play within my limitations...that is where I describe myself as really a hard worker, one who does the job. Doesn't do anything too difficult. Made it simple. And I started to apply that in my coaching, as the young players need that especially when you get to the high-pressure situations that you get in (Appendix C, p. 167).

Authenticity requires the individual to be true to oneself. Coaches need to use emotional intelligence and realize their identity since there is no set blueprint for coaching (Appendix E, B, D). Through direct and observational experience, coaches develop their own way of doing things and resist acting like others. This authentic approach is cemented through success. Coaches then follow the path that proves successful. It is critical that the coach truly believe in his approach. Coach F's comments:

It is the ability now to take responsibility with the group... and it is really important that you do it when you feel it is important. I am a big believer that people will see through you if you try different ways to do it and it is not how you really feel (Appendix F, p. 206).

Building on authenticity, behavior consistent with one's values is also essential. Messages need to be reinforced through consistent behavior. Authentic coaches are able to "be in the moment" and behave in a manner that is applicable to the situation and consistent with their values. The most powerful example of behaving in accordance with one's message came from Coach I.

I tell my guys nothing comes without earning it. 'We have to earn it, earn it, earn it!' When we go to a hotel, we check out of that hotel when we're in a tournament, the conference semi-finals...before the game...nobody stays. Nobody's given us the right for anything in this world. We have to earn it. And it's a powerful message. And it's coming from a positive guy. We're talking about positiveness and believing we're going to win. All that doesn't help if you don't go out and earn it. And that earn it, supersedes other stuff (Appendix I, p. 262).

Being authentic is a lifestyle, a way of being. Coaches need to consistently demonstrate the proper behavior in their everyday approach to their work and personal life. Everything that a coach does matters and is influential (Appendix D). As leaders, they are always being observed. Modeling is also important for co-workers as well. Assistant coaches as well as players benefit from strong role models (Appendix D). Authentic coaches can amend the useful ideas, influences, and behavior of other coaches into models and frameworks fitting their own personality. 'Tweaking' of ideas and approaches is another undisputed theme reflected throughout this study (Appendix A-J).

Environment

A proper motivational environment is the foundation for successful teams. Through a supportive approach, players are pushed and challenged. Ideal motivational environments are competitive, fun, and consistent. These environments also tend to focus on the details of the process rather than outcomes. Though all of these traits characterize successful environments, the starting point is the personality of the group.

The ideal motivational environment begins with a collection of like-minded people. Like-minded in this context refers to shared values and perspectives on team goals. When a collection of like-minded people gets together to form a group, a culture begins to foster. To collect a group of like-minded people, selection and recruitment are essential (Appendix D). However, joining a group is a matter of choice; its members have to want to be a part of the group. Therefore, selection and recruitment needs to identify whether like-minded people are interested in becoming an active participant in the group. The team needs to suit the individual's personality. Coach H encapsulates:

Do not impose- propose and invite. You can't force people what to do. You can only say, "if you're interested, you can come and play with us." But then, there will be things going on that have a set of rules. The question is do you want to be a part of that (Appendix H, p.241).

Competition influences everything; exercises and games encouraging players to compete and rise to challenges influence the behavior required to successfully perform in stressful environments. With the playing level taken into consideration, the coach needs to create challenging exercises that fit the needs of the players (Appendix F). Competing is also a continuous process that builds on each previous experience.

One is outdoing each other on a day-by-day basis and pushes everybody's excellence further up the ladder. The better teams get better from the inside, out.

The internal competition drives the engine. Because if you're lucky enough to have a core group of players to begin with that sets a standard. That sets a measure that the new ones have to rise up to...In the end, it creates an attitude, an environment where people believe in the same things, enjoy the same kind of challenges, knowing that it's a sport you cannot be perfect in (Appendix H, p. 236).

Along with being competitive, successful environments are also fun. For players to truly enjoy and be able to express themselves creatively, the environment needs to allow players the freedom of experimentation. Coaches need to bring energy and enthusiasm to their work (Appendix B). As Becker (2009) finds, a coach's passion and enthusiasm are needed during periods of player fatigue. Even at the professional level where results determine a coach's job, there is "serious fun" (Appendix B, p. 163). Fun can be created by interactivity applied in informal ways (Appendix I). Fun is experienced through informal discussions as well as through games and exercises implemented in training sessions.

Finally, the motivational environment must be consistent; similar to behavior, players feel more comfortable in an environment that is consistent (Appendix B, F, I). Consistency is accomplished through direct, clear messages (Appendix I). It also encompasses the players' perspective of their opportunity to get on the field, succeed, and be a part of the team (Appendix E). Coach B's comments:

I watch a lot of the sports now on TV and they show you the coach in the locker room giving some major speech. And I don't think it is those moments that are as critical as every single day being consistent and trying to deliver the message of how you want your team to do it. Setting a goal, making sure everyone is working towards that and doing that long term is much more important than coming up with some great speech on game day and delivering a moment. Those aren't real, those are fabricated, and are over-emphasized way too much (Appendix B, p.163).

Successful motivational environments focus on the processes of competition, fun, and consistency. Focusing on the process allows the participants to become engrossed in the experience (Appendix I). These findings correlate with both Pensgaard's (2002) proposed mastery climate as well as Turman's (2004) work on affective learning. The progression of developing the motivational environment is, "a very natural, evolving process that never ends- you never arrive. You're always on your way to making it a little bit better" (Appendix H, p.237). When focus shifts to outcomes and results, focus is lost on the details. Coach D's thoughts:

I learned a long time ago that if you concentrate too much on the end product, you're in trouble. You have to really focus on the process and the details that go along the way and that winning is a byproduct of the learning environment or whether you call it the details (Appendix D, p.185).

Self-Development

For competitive soccer coaches, self-development, or drive, is the epitome of leadership by example. While effective coaches continuously push their players to get better, they also follow the same philosophy for their own development which is demonstrated through passion and persistence. Effective coaches continuously work at their careers (Appendix A-J). By continuously seeking opportunities to improve themselves as coaches and as people, coaches serve as role models to their players.

Passion for soccer and coaching, evidenced in a thirst for knowledge, appears to be an important trait of the coaches in this study. This thirst for knowledge demonstrates to the players, the coach's desire to help them get better (Appendix D) which is consistent with Côté's (2009) as well as Becker's (2009) findings that a coach's thirst for

knowledge positively affects an athlete's confidence. It is important to note that coaches' thirst for knowledge isn't solely limited to learning from soccer. Coaches are very innovative in learning from other sports as well as other fields (Appendix B, D, E, F, G, H, I, J). Coach F's personal story illustrates:

The year that the US Olympic Hockey Team won the gold medal, as a senior with my roommates, we just took off one day and went to Lake Placid and saw the US team beat Czechoslovakia. I was in some way a student of that team and Herb Brooks. I knew a lot about how different people coach from Pete Carill to Bobby Knight. So, this kind of thing was always on my mind. When I had the chance to coach, it allowed me to take not only soccer ideas but different ideas that I got from different people, and start to test things out (Appendix F, p. 205).

Some coaches even took advantage of non-traditional or unorthodox learning methods to gain insight from other coaches (Appendix B, E). Coach E shares a unique story:

We used to go down at halftime of the conference basketball games, in our soccer office, because there was an air vent that was connected to the visiting basketball teams. We used to listen to their halftime talks. It was really interesting to me to hear the different approaches and different styles of all these coaches. What I would take away from all that is there is no blue print on it. There is no exact way that one style will work unanimously. Everybody has a different way of dealing with their players and each year those players change. I think that is the beauty of coaching is the ability to adapt and continue to adapt and to understand what each team needs and how you deal with it. That was an unbelievable education for me (Appendix E, p. 203).

Coaches in this study recognize the importance of continuously improving their craft. Coach D's thoughts summarize the approach of high achieving individuals:

If you study the great players around the world, if you study the successful people in all professions, the additional investment that they put in pays great dividends (Appendix D, p.181).

Persistence is another quality displayed by effective coaches. Coaching is a service (Appendix D) and effective coaches consistently work to improve their players' lives. This is accomplished by providing the best in training facilities and coaching and support personnel (Appendix D, E). Coaches continuously work to fight for their players. Perceiving coaching as a service is correlated to Côté's (2009) work discussing Servant Leadership. Coach D described providing service:

When they see that you're out there doing things and people know our work ethic is...we are everywhere. So they see those things and that's why players want to come here. When they see that commitment level, they are like "wow" (Appendix D, p.178).

Model Summary

Modeling is an influential form of leadership. Its impact can be far-reaching since its affect is observed and discussed by all the participants within the team. Some of effects of modeling behavior are conscious while others are unconscious. Positively, or negatively, modeling becomes a way of being. This behavior is learned from being entrenched in the environment. At its most powerful, modeling forms the culture of the team.

AIM Soccer Coaching Process Summary

The AIM process proposes that coaches are continuously involved in the three central phases. Each of the three phases contributes an important role in the work required to be effective and successful. A correlation also exists between the three phases as the work within one phase affects the other phases. Chapter 6 provides a more focused discussion of the relationship between the three phases. On the surface, the

coach analyses the situation, involves the players and staff in the required work, all while modeling the necessary behavior to be successful.

CHAPTER 6

CONCLUSION

The development of the AIM Soccer Coaching Process is based on a review of the sports coaching literature and the insights and perspectives of high-level, influential soccer coaches as well as my personal experiences as a soccer player and coach. The simplicity of the model recognizes the elegance and complexity of the coaching process and offers coaches an opportunity to apply the model to their professional practice while making adjustments in their fields of practice and application.

Limitations and Implications for Further Research

At this juncture, it is important to recognize the limitations of this study and implications for further research. The central argument against model theory is oversimplification, for models attempt to provide a simple representation of often-complex processes. While the AIM Soccer Coaching Process presents a simple model of the complex coaching process, it represents common processes, behavior, and leadership components that apply across many group settings. A second limitation is the singular approach of this study. The context of the interview allowed the coach to carefully craft a response in a rather relaxed setting. Respondents had time to carefully consider the questions and answer from an ideal perspective. The study did not observe the systematic behavior of the coaches at training sessions or during games. Unlike training and competition environments that likely induce stressful circumstances, coaches had time to think about responses and offer interpretation of their behavior. Research was not obtained from a variety of environmental settings.

Another limitation of this study is gender. This study focused solely on male soccer coaches who coach males. Though an argument might be made that female coaches might adopt a different approach, I believe the AIM process is generalized and inclusive. Lastly and perhaps most valid, this study focused on soccer coaching from a North American perspective. Nine of the participants in this study had spent a significant amount of their career working in the United States, while one coach was based in Canada. Perhaps non-North American coaches have a different coaching philosophy.

The role of emotional intelligence (EQ) was a surprising and yet influential component of the primary research. During the course of the interviews, coaches either explicitly or implicitly referred to EQ. Some coaches were acutely aware of its application, while other coaches acknowledged the importance of being able to read their players. Future research might isolate the importance of EQ on sports coaching effectiveness.

The significance of a coach's past playing characteristics should also be researched further. Responses in the primary research of this study indicate that coaches use their past playing experience as a starting point in understanding the demands of the game imposed upon the player. Further research examining the coach might examine how the coach's characteristics as a player resonate in their coaching behavior. This might shed further insight upon the relationship between past playing level success and success as a coach.

It is recommended that future study explore the AIM Soccer Coaching Process with individual sport athletes, women coaches, and in women's soccer as well as in different cultural settings. Finally, I encourage coaches in other sports to consider the

AIM Soccer Coaching Process and test its applicability and usability across the sports coaching arena.

The AIM Soccer Coaching Process

The AIM Soccer Coaching Process is a continuous cyclical process that reflects the ever-changing dynamics of coaching. Based on the primary study results and the congruent themes in the literature, the three central premises of Analyze, Involve, and Model are evidenced in effective high-level soccer coaching. These critical premises are the important coaching elements that help mold successful teams. Analyze, Involve, and Model are reciprocally influenced by underlying and interconnected pillars.

The interconnected relationship of the three phases of coaching accurately reflects the dynamic nature of the coaching process. The starting point and foundation of this model is the Analyze phase. Effective coaches have a keen understanding of situations. The coach's ability to size up a situation is a function of experience and emotional intelligence. Experience is the formal and informal coaching knowledge. Though some coaches regard the formal experiences of coaching accreditation programs as a useful basis of knowledge, research in this study indicates high-level coaches further their knowledge through informal learning opportunities that they sought out. Experiential knowledge, observation, discussion, and reflection are valuable informal experiences of coaching wisdom and were consistently recognized in the literature as well as by the coaches who participated in this study. Past playing experience is another important informal experience, providing direct, firsthand knowledge of the demands of the game. Emotional intelligence (EQ) is an unexpected finding of this research; the coaches in this

study unanimously referenced EQ either directly or indirectly. As noted in the above discussion of Implications for Further Research, EQ is a theme that does not appear prevalent in the sports coaching literature and a study of its value in sports coaching leadership would be a valuable contribution to the field.

Involving participants in the team's work provides meaning and a sense of ownership. Effective coaches recognize the importance of players and staff becoming involved in the problem solving process. Relationship building is critical to the Involve stage. Developing meaningful relationships with players and staff provides the coach with insight and perspective of the humanistic side of the participants. This knowledge is essential when performance results fall short of expectations. Having the players become active participants in the teaching process is another important component of the Involve stage. Great teaching is matching the player's ability level to a challenging environment capable of producing positive experiences. Proper instruction is clear, concise, correct information that guides the player. Instruction is the instrument of teaching. Goal setting is the last pillar of the Involve stage. Goal setting makes the player an owner in their development. Goal outcomes provide the player and coach with instant feedback about the quality of their preparation work.

Modeling of behavior occurs both on the field and off the field. As such, authenticity should be the root of behavior. Coaches need to behave in a manner consistent with their personality. The authentic coach's behavior and actions provides players with direct, experiential examples of work and requirements needed to be successful. Modeling also occurs at the group level through the creation of the motivational environment. Motivational environments ideally form with a group of like-

minded people. These environments need to be competitive, fun, and consistent. Importantly, these environments focus on process rather than results. Lastly, effective coaches exhibit a drive for self-development and continuously work to improve at their craft.

Taken together, the three stages of the AIM Soccer Coaching Process share an interconnected relationship. For example, as the coach models, an analysis of model behavior also occurs to determine productive and unproductive behavior. Similarly, as the coach is entrenched in the relationship building, teaching and instruction, and goal setting work of the Involve stage, a continuous analysis of these activities determines areas of refinement. The Model and Involve stages also affect each other. Players' individual direct experience within the pillars of the Involve stage demonstrates the proper type of relationships to be fostered with their own teammates. Additionally, players learn to teach, guide, and instruct one another. Thus, the behavior modeled in the Involve stage becomes the starting point for behavior between teammates. Reinforcing behavior amongst team participants helps strengthen the culture of teams.

Lessons Learned

I love what I do. I am very fortunate to coach college soccer, yet I also realize that I need to continue developing my craft. This study clearly demonstrates that successful coaches embrace the responsibility of self-development both for themselves and in helping others. Like the practice of coaching, self-development is a continuous, never-ending process. One of the coaches in this study is recognized as one of the top

coaches the United States has ever produced. Recently, he retired from coaching. At the end of our interview, he mentioned:

I'm retired now. I have to deal with a new phase in my life. Before, you get out of bed, you know where you're going. That keeps you busy. Of course, you find ways to free yourself and being around with guys, that you like to be around with. Now I need to manage my time in ways in which I share with others. You coming here, fit perfectly into this. It was great. I enjoyed it (Appendix H, p. 251).

This statement authentically captures the philosophy of effective, successful coaches- they never stop looking for learning, teaching and sharing opportunities, in order to improve and get better at their craft. They recognize that coaching is a craft to be honed in their search of excellence.

The capstone process was an ideal opportunity for self-reflection which is emphasized by the Organizational Dynamics program at the University of Pennsylvania. As evidenced in the literature review as well as the coaches' comments, self-reflection is an opportunity for critical evaluation as well as overall self-assessment. Positive assessment reinforces productive behavior. Interviewing elite coaches allowed me to learn new approaches, ideas, and tools; it was my opportunity for learning in action. It also provided me with the opportunity to identify some of the productive behaviors I was already applying in my own coaching approach. The discussions with these coaches also challenged my thinking and decision-making tendencies. Discovering new ideas and approaches allowed me to consider things from alternative perspectives, which in turn forced me to re-examine my own mental models of coaching.

This learning journey affirmed my belief that coaching is an art- a humanistic activity—as well as a science. Though science and information play an important and required role in sports team's preparations for performance, the process of understanding

and dealing with people is ultimately a humanistic activity. Coaching is leadership; as John Quincy Adams stated: *If your actions inspire others to dream more, learn more, do more and become more, you are a leader.* In the end, players will decide for themselves if they are willing to devote and expend everything they have for the success of the team. For this to happen though, their experience has to be meaningful. Experiences are meaningful when participants are involved in their work and are exposed to the proper behavior required for the situation– coaching is understanding this. I recognize my role in creating the kind of environment, the conditions that contribute to making excellence on the pitch possible.

Final Thoughts

Coaching is a dynamic, contextual and complex process. Effective coaches work to create the proper challenging fit that produces positive experiences for the team, players and staff, as well as for the coach, himself. This continuous process of balancing dynamically moving parts while attempting to achieve a proper fit can prove to be challenging. To help make sense of these situations, coaches often find themselves reflecting on past experiences while also attempting to keep an open mind to new “in the moment” experiences.

The AIM Soccer Coaching Process reflects this delicate balancing act and introduces a simple approach of effective high-level coaches. Coaches analyze the situation; involve participants in the team’s work while modeling behavior that reinforces the vision of the group. They bring together their experience, education, philosophy and practice as they create an environment for the team, players, staff and themselves to

identify and achieve goals, learn and hone their craft and advance the game. The interconnectedness of the model's three phases as well as the intertwined relationship between the three pillars of each phase also reflects the continuous cycle of the coaching process.

This paper was self-serving and functions as the perfect example of self-development. When I initially began this process, I had envisioned that I would basically learn from elite coaches. Yet the cumulative work of this project challenged me to examine the complex process of sports coaching and simplify it within an applicable framework. The AIM Soccer Coaching Process attempts to illustrate the simplicity of coaching.

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APPENDIX A: COACH A TRANSCRIBED INTERVIEW

<BEGINNING OF INTERVIEW>

Rob: Tell me about your career path. What drew you into coaching?

Coach A: It's kind of a funny thing because after being a player for such a long period of time, I didn't think I would want to coach. It wasn't a lifetime passion for me. It was sort of something I fell into that it turned out into something I love doing by stumbling into it. If you would ask me ten years ago, "Are you going to coach?" because I know I played with a lot of guys who know they are going to be coach. It wasn't like that for me. I stumbled upon it. Actually, I ran into Xavier Azkargorta, I don't know if you know that name. He is Spaniard. He coached Bolivia in the 94 World Cup. He is a Basque guy. He coached in Spain for a long period of time... Valencia, Athletic Bilbao, a lot of the big clubs. I ran into him at a camp program. Adidas brought me in for one day. I had to do a lesson for some players there. He saw I was taking an interest in it. I had just retired. I happened to run into him when I played in Spain. He knew me a little bit, I was his only outlet. He was there by himself. I would take him to buy food and stuff like that, out of the facilities. So, he said to me, "What do you want to do?" This guy was well-respected, world-wide and all that stuff. Like it was great for me just to hang out with him. This guy said, "What do you want to do?" I said, "I am not sure." I want to get into management in soccer. But it is hard to start. I just finished playing last year. So, I am not sure which direction to go. He said, "In soccer, everything starts with coaching. That is how you learn about the game. You retired last year, so chances are, you do not know anything about soccer." That is basically what he told me. And so, I thought that was pretty interesting. So, if I want to learn about soccer what would be your suggestion? How do I learn about it? He said, "Go start coaching in the youngest age groups you can. That way you start learning, you really learn about the root of the game. You have been at the professional game without learning about it. Just go and do what your coach says. Follow, and that's it." And you realize, what was I doing again? You're just trying to get on the field every week. So, you are not really putting a lot of thinking into it.

To make the long story short, I followed that up by taking my B license, right away. Loved it. Learned a lot about the game in my B license. So, I thought as a player you always think about this license. Okay, I learned, then you realize, I did not know anything. I knew nothing. I know how to play, that is it. Nothing else. But, I took the B, I started as the assistant coach in my son's team, which ended up being that G team that ended up winning and all that stuff. And I started being an assistant coach. On my knees, teaching the kids the right technique. Next thing, I go into my partner here one day, and we start a soccer club. We put a team of kids together and I started coaching them and for the next few years, I'd spend a couple of years helping out and we went into U11, U12, U13, U14, U15, and I stayed with that group. I thought I learned a lot. You know as years went by, by 2007, I took my A license. I enjoyed that as well. I was up in Massachusetts. I was one of the fitter guys there. I got to play all the time which was good. I started to hear about youth development. What do we do next? Do we put this? Now, we have the

Academy. Do we do this? Do you want to put an academy nationwide? Being in all those conversations really got me excited, about youth development, about learning new things, about exploring things.

So I would get a soccer book and I even have *Soccer for Dummies*. I would get a book and open it up. And it would be that I could open the book in the middle of it, and look at something, and tweak it a certain way that I think fits for me and my style. So I never really go by the book. I see a book and that gives me an idea. Okay, I see what they are trying to do here. If I did this with the guys that I have, then that would work for me. For example, I would take an exercise for 11 year-old or 12 year-olds. Okay, the exercises would say to do this but in the mean time, I know from experience that after you do that, then you have to walk back, and there is a period of time, what do I do to keep them busy in between that time. So somebody is doing something all the times and the session is going by itself. So, I would add little things, then go to the corner, and do 25 juggles or whatever, and then you take your ball and bring it here. You jog in and that gives you enough time. So, it was always tweaking things, and as you are tweaking things, I am sure I did not discover anything new but the way that it worked for me. The next day, I would think about it, put a lesson plan for our 12 year-old practice. And I'd go in there and have my paper. And okay, we will do this, and we will do that. Everything would flow. I fell into getting excited about it... then the opportunities... because of my US involvement in the past, being on committees and all that stuff. I got the opportunity to go in with the Youth National Team for a week, for a couple of years. Two to three years ago to go with another Youth National Team. The coach let me speak to the team. I found out myself that that is really important in terms of coaching. No matter how much you know, it is how the group grasps what you say, and they are attracted to your words. If they are not, it does not really matter what you know.

Rob: How are they attracted to your words?

Coach A: It is very difficult to explain. I can watch people, great coaches, because I have had a lot of great coaches. I can watch coaches whether they are in this Academy or somewhere else, they are completely educated, A license. They go to every symposium that comes up. They are there. They know. They have their goalkeeper license. They have everything. And then, you see them address a group. And people, just fade out. It is either the tone, or the voice. Some of them, it would be the ingredients of the conversation, that just don't match. They just don't go with the knowledge of a particular person -- Don't keep the attention of that particular age group. Obviously, it becomes difficult at U11, when you have the little guys. But that becomes more of a challenge at U18, when the guys check out like that, above and beyond everything else. We all know, because we have our passions in different way. I have yet to meet a coach that gets the levels right, whether they are college guys or whatever it is, who don't have a passion for, they are all interested in what they are doing. But it is the delivery that makes you a good coach. That is where the difference is- delivery of your words and not always does it really, really matter what you say, but how you deliver them. For me as a coach, I know that.

So that is where I got to where I am. To get here, the Youth National, and obviously the opportunity this year to get into that. To be head coach of the Youth National Team, which is a really important job. I feel very honored, number one. Very lucky, number two. And sure I can give somebody my resume and they can say, you have the resume to do this, but at the same time, there are many people who are qualified to do this. They could have hired anyone. I am very thankful that happened. Now I am coaching U16 Academy, so basically I am a teacher in that particular grade – that is how we look at it. We have U18, U16. We have GW who coaches 15s and 14s. We have someone else who coaches the 13s. So, the people stay in place. Basically, I am the U16 teacher here. I look at it, assess the group first, recognize whether we are going to be a team that plays or a team that watches the other team play, and plays without a ball. That is the reality. So if you have a group of guys that really up until last year... and then, those results aside. We haven't had good results here, not that I have cared. Having said that, there is not a game that I go into that I don't want to win. I want to win every game. Up to last year, I have had an excellent group of U16s. We are good with the ball. We can keep the ball. We were good with the ball that whether we won or lost we were normally good with the ball. So I really enjoy that. We were a possession-oriented team. Whereas the team I have this year, it is more of runners, "let's go" kind of team. Maybe we do a combination of pressing high or waiting for the other team and countering, which I don't really like. So, I try to recognize first whether we are going to play or we are going to watch the other team play. And then, I have a plan in my head of the season, of when I can push their buttons or when I can't. When are the times I can reward them even though they don't deserve it sometimes, just to keep them going, to keep the atmosphere happy, so when we need to win the game, I really could get to them.

Rob: You said that you have a plan when you want to push their buttons. When you go into a season, how much of your coaching is playing vs. reactive?

Coach A: It is 80% planned. Even me getting mad at the team is 80% planned. 90% planned. For example, we open up a season for the Development Academy. When you open up the season for the Development Academy in November, or when I take over a team, no matter what happens, the first game you play, you can't spend all the energy in the game that you would need. It's calm and say, "this is what we need to do." Obviously, we are starting to find out maybe we need to do this better in order to be able to compete. Even if, take the worst game scenario, first game you lose 4-0. Now, you figure out how you can get them to buy into, "this is a good thing for us." "We thought we were something. We need to work a lot harder to be something else." If you're in April, and you have Delco coming in, and you're fighting for the third spot, that is just not acceptable, losing the day before to somebody else- that is completely different. There has to be a plan because otherwise, you lose them.

And with Team NY, it is the same. We went on our first trip in November. We played a professional team and they ran us off the field 3-0. So it is the first time I have the Team NY. It was the combination of age groups, so it really wasn't our team. But now, I am thinking, as I am going to half time, everything is fine. We're 0-0. We are set to do some things at half time: "let's get the ball wider"...a couple of things. So after the game, the

second half, we lose 3-0, on all counters. Now, you're thinking, if it's a World Cup Qualifier, it's a different story because you may need to win the next one. But, in this case, it was the first time with the group, you say stuff like, "I have to tell you this, for the first time, even though we lost the game, there was the thought, the desire to do what we want to do. And in a lot of ways, we accomplished it. We did get the ball wide, now the transition game let us down. We may have to improve on that a little bit as we move forward. But, I thought overall, it was very positive. I saw the right attitude to do what we want to do at half time. We did it. We were just let down by something that did not happen in the first half that we were not prepared for. As we move forward, we will prepare for that. So do not worry, we are going to be fine." Then, you move on because that is your first day. But you kind of take a minute and go aside. I never approach the players right after when they come off the field. You give them time. You approach them and you gather your thoughts. It is no different than going to the press conference after the game. You want to take five minutes to really think before you go crazy – because, you can't take that back. The team is the same. You can't take it back. The players always remember. It is more planned than anything else. Everything is planned.

Rob: What influences have your playing experiences had on your coaching?

Coach A: Little to start, because that is the reality. Where it helps me a lot is not so much on the particular coaching, it is on the credibility I have with the players. When I tell them something, that I have been there, done that, I have been there before. I have been in their shoes. I have been where they want to go. And, I think that is a great thing- to have that makes it so easy. Because, when *I was* brought into the senior team, in a couple of the sessions, a couple of talks with the team, he made me get in front of the team to talk. Here I go from certain points, from coaching Team NY and from being U16 six months before, to talking to CD and LD. So, I really had to gather my thoughts, before I did that, because I am thinking deep inside, I'm nervous, I got to talk to these guys. But then, I thought I was a player for a long period of time. Whenever there was a talk by a coach, I listened. You always take something out of the coaches. When I speak to them, they're going to listen to me and they're going to think about it, and they're going to do it, if it makes sense. As long as I feel confident, with what I am doing, I am going to be fine. I listened to all of my coaches. There is no reason why these guys will not listen to me. It is the same. That got me through. I got in front of the team. My delivery was good and confident. Delivery has a lot to do with it. When you have confidence, having been a player, gives me confidence to what we are preparing for – the World Cup Qualifier. How many of those have I played? I don't tell them that because you don't want to get in front of the group and think, at least for me, and say, "when I played, I did this." I would never do that. It is sort of given that I have been there before. I have confidence that what I am telling you- "this is what we need to do." I am confident. That is what it gives me as a player- confidence, nothing else.

Rob: Do you think it helps you more with credibility with the younger guys, or the senior players, with Team NY vs. the development?

Coach A: If anything, my playing career and whatever levels I got to, helped me more in terms of credibility with the older, like with the senior national team. It makes it easier for me to get in front and talk. They know that you have been there before. They can trust who is talking. They know it comes from a place of experience. That is a big deal at that level. At U16, I don't think it matters that much. At the end of the day, you depend a lot, obviously, my credibility has something to do with it --The parents giving me more leeway. But at the end of the day, you depend a lot of what is said in front of the van, when the kids go home. So, the kids are driving home with the parents in front. If you did not play that day, the parents are going, "I don't know why he does not see that. You really should be a center forward for this team. Why does he put you right back?" It is the same. The parents do not see the big picture, that you have a big picture for every kid. I look at them exactly like that. Every kid on my roster, there is a big picture for them. Some of them, even if they are not good, they fit in somehow. How can I get them seen by someone at some point so they fit in at some university? Whether it is D3 or D2 even, where do they fit in? Can somebody come see him and I will play him that day and they'll see him, and put him in a position where he can be successful, how do I do that? The plan is there for everybody. The credibility goes much, much further with the higher levels than with the lower levels. If I went to the U11, does it really matter that I played in three World Cups?

Rob: What is effective delivery?

Coach A: Effective delivery comes down to confidence of what you say. It's the tone of your voice. If it projects confidence, you have all it takes- the rest of it you can learn. I would rather have a coach with no experience in coaching who is confident in what he is saying, than someone who has all the experience, but is kind of monotone, same stuff, trying to be funny and is not, keeps going, it is all the same. You can see the group. It drives me crazy to see that a lot.

Rob: With regards to effective coaching, tell me the most effective coach you played for or coached with. Discuss some of their qualities.

Coach A: The most effective coach, in terms of getting the most out of me, was Jorge D'Alessandro He coached me at my first club. But he was very direct. I use some of his methods in the way I coach. He would go say for example my position...I was usually right side midfielder. A lot of people in this country thought, I was a playmaking number 10 kind of guy. I was really a right-sided player. That is where I felt most comfortable. So when I played abroad, I always play the right side. He basically said to me, "Look, I've spoken to the other guys in the team. We try to circulate the ball as fast as we can, so that when the ball gets to you, you are basically one-on-one, most of the time. Your job is to take your guy on. You cross the ball and put it here." And he would signal between the penalty spot and the six. "You take the guy on, you put the ball there. Can you do that?" I said, "yes, I can do that." "Because if you can't, I'll find somebody to do it." Because as players, we always try to find an excuse. I don't know what I am doing. What am I supposed to do? Which is really a silly thing to say. What are you supposed to do? You're on the field, you're in the top 11. You are playing soccer. That is number one.

After, if there is need be corrected, whatever coach you have, they will correct you. But in most part, play the game, and then, we can correct. But players, if they are not having a good day, “oh, I am not sure what I am supposed to play.” You hear that all the time. “I am not sure I understand what you want from me.” I want you to play. When we don’t have the ball, get it back. When we have it, keep it. That is basic. Right.

Here’s a great thing about that coach. He would go to the center forward and say, “You know, “A” is playing on the right side. He is going to take this guy on. He is going to serve the ball, and the ball is going to be here. Can you get there every time he serves the ball?” “Yes, coach.” “Because if you can’t, I’ll find somebody else who can get there.” He would go the guy at the left side of the field, just as he would say to me about the left side. ““A” is going to go to the right side and cross the ball in. Center forward is going to go here. You got to get to the far post. Can you get there? If you can’t, I’d find somebody else.” Same thing for the midfield, getting to the top of the box and the other guy. It made things very simple. I use that type of methodology or terminology or whatever it is called, to try to get to a player sometimes. Make it very simple for them. “Look, you play right back you got to put four crosses in. I don’t know how you are going to do it but that is your job. That is what you got to do. I’m pretty confident you’re playing, all the time. If you can’t, I am going to find other guys who might be able to do it. That is what I need from you. I need you to go forward. Obviously, you have to defend. That is a priority. You got to go forward. If you can’t get crosses in, chances are you’re not the type of right back for what I want to play.”

Rob: Were there any players who did not respond to that type of challenge?

Coach A: There are players who just did not perform. At the end of the day, you could tell me that all you have to do is take your guy on and get the cross in but I could lose the ball in a one-on-one. I could cross the ball out of bounds, so many things can happen. Even if I do what he tells me, if I’m not doing it well enough, I’m off the field.

Rob: What type of relationship did you have with him? How would you characterize the relationship?

Coach A: I always had with every coach, if you spoke to anyone whom I have ever played for, I had a very respectful relationship with my coaches. Always called them “coach”, and I always respected that they knew what they were talking about. I could think of one guy who did not have any idea. But I’d have a lot of coaches over the years. The SM Team, even though our teams did not perform the way we want it. You know, I was coached by Carlos Queiroz, the world genius. I was coached by Carlos Alberto Parreira, world champion as player and as coach. I had some great coaches. Bora *Milutinović*. He gave me a book. I played for Bora for two teams. One season, we won four games, or something, the whole year. He was very positive the whole year, which shocked me, because I didn’t think he was like that. He was very positive. He gave us all a book. This is the book he gave us. The book is just a bunch of quotes and stuff, to get you going and that kind of thing, and looking at the big picture in life. It taught me a lot. From all the coaches, I got a little bit. Every once in a while, I open it. I have really been

lucky to have great coaches. Always, like when I go back to college. My college coach wasn't so much into the Xs and Os. He was more about being tough. He was not so much of a teacher. He was more of 'give you confidence. Go dribble everybody.' For my development, that was probably good.

Rob: Talk about the guy you did not really respect or relate well to.

Coach A: It was more because he was not professional enough. He would fall asleep before practice, and be late to practice. If we commit to something, my time is not more important than yours, and yours is not more important than mine. I could never understand people who can't commit to time and be professional. Here was a coach who would sleep in the parking lot. You're sitting in the locker room. I have family. I have things to do. Your time is not more important than mine. I approached him. I said, "Your time is not more important than mine. You are my coach and I respect you. But we are here as professionals. I have my time. You tell me 10 o'clock. I am here at 9. I am prepared and I am ready to go at 10 o'clock. If we practice at 4 o'clock, that is your call. I will be here til 4 o'clock. But don't have me sitting around in the locker room. I have other things to do." Actually, he responded pretty well, but he got fired because we lost a few games. It did not have a lot to do with the coaching. It had to do with professionalism of approaching what he did. I didn't like it.

Rob: What was your conception of coaching when you played?

Coach A: That is a good question. I never really put much thought into it. It was only when I retired, 'Man, I had great coaches. How great is that?' But I always listened to my coaches, do what they wanted. I can recall as far back as playing for Bob Gansler, who I love. He is a great person. And, obviously, he is the one we qualified with for the 1990 World Cup, when the US had not qualified for 40-50 years. So we're really nobodies, a bunch of college guys, trying to qualify. I remember my dad saying to me, "I watch you play, every time you play worse." He goes, "For some reason, you're running around like a chicken with a head cut off. You're running everywhere. You're not getting done offensively. You have to stay wide, stay up top. Wait for the ball a little bit. You run too much. When you have the ball, you're tired all the time." I am like, you know what, because of the coach I have, if I don't run, I don't play. So what would I rather do? Stand around and wait for the ball so I can make one or two plays a game, which may win the game, but if I don't run I would never be on the field. It is important for me to be on the field. It's like when you have coaches who, if you are not wearing studs, you slip once and you're off. They'll never play you again. That is the tough part, finding a spot with all the coaches. I have never really once thought that a coach did not know what he was doing. I don't think I can think of one. Obviously, Coach S took a beating in for his 3-6-1 system. Look, if I am the coach, I don't play that system, but who am I to say it. He was the coach. I didn't have a problem with that. There were other issues with the team that you may know about. But I never really had an issue with the coach in terms of playing, or my position or anything like that. I just wanted to be on the field.

Rob: You're a player. What is your mental model of what a coach does from a player's perspective?

Coach A: As far as a successful coach would do, I never thought of it as a player. I just wanted to do what was next. What we are doing next? That is what we are doing next. Then, you're done. And then, you go home.

Rob: Right now, as a coach, you're planning the session. Do you ever consider a player's perspective?

Coach A: Oh, absolutely! I don't want the players to get bored. I don't want the players to think that this is not being planned and not professional. I don't want the players to think that there is not some kind of thought behind what we are doing, and a reason for what we are doing today. That is why I love moving up in levels. Now that I am at the Team NY and access to bring in assistant coaches, and I'm working with people like DT, BB, MB.... guys who have brought a lot to the game. They're sitting there and we are all one. We should do this and we should do that. I put the whole plan together. In the end, it is my decision what we do. But just to be open to suggestions on what we can do and how do we change that and how to do this exercise. It is really neat. I really enjoy that. The players have no idea how much thought goes into it. We may finish dinner at 7:30 at night, and not have a meeting that night. We might be sitting there till midnight planning the next day's two sessions. What we are doing, what groups, what player is going to what group? Normal stuff like everybody does. But the next day, they just come out. I know I am thinking when I was a player, it was so easy. You just come. You just do the warm up. Whatever. Whatever they tell you to do. You go to the first exercise. You get a drink. You go to the next one. You get a drink, play, and then you go back. We just spend four hours planning that; but as a player, you don't think that. As a player, I never thought that. I never thought 'why are we doing this?'

Rob: Tell me about informal learning opportunities and what they have been.

Coach A: Everything. Informal, I would even consider when you watch games, watch systems, watch how Madrid tries to play Barcelona. You watch how...I watch the game completely different right now, than when I was a player. When I was a player, I just watch a game for the score, really. When you watch as a coach, you watch movements, you watch who covers where... Why Barcelona looks like a mess with guys are all over the place and it works, why no one else can do it, if it looks so easy. Then you watch personalities, delivery of message. Like I said from the beginning, I am very big in the delivery of the message. I watch guys like *KJ*, a breath of fresh air. He is very much into smiling, let's be happy, let's have fun. It is really refreshing at that level. At U12, you can tell the kids, go have fun. But you never hear that at National Team- let's go have fun. And here comes *KJ*. He has such great charisma, he has surrounded himself with good people, he works very hard, had such great delivery. He is a person you want to work for. I am happy to be part of his staff, his people and to be working for him. He is a good man, he has a good message. The most important thing, I learn from everybody I see watching. I watch *RC*. He's now involved obviously. He speaks to the group sometimes.

He has a very calm demeanor. The way of his delivery is not monotone. There is ups and downs, a little bit... You can tell people are attracted. It is hard to describe – guys that have that. People seem to be attracted to what they are saying. There are guys who can't catch attention, no matter what. No matter what they are saying. It could be I just discovered a cure for cancer.

Rob: How do you learn best?

Coach A: For me, communicating with other people, getting information, as much information as I can. Being really thorough with everything I do, being very dedicated to my work. Taking any assignment that I have, whether from the federation, about the list of players that I am planning on bringing to the next trip, that I brought in the last trips, and taking that to a new level by making it better. How do we call guys? How do we have a depth chart that puts everything in perspective, so that the list is better. How do we push the limits? If I talk to guys like MB who just has retired and has very little coaching experience. He just took his B. How do I get information from him and share information with him. All that stuff is great. I just love it. I can't get enough of it. We go on trips. I just talk to Thomas and all these guys are now great friends. You can tell the guys are in it because they love it. You just learn so much from each other. I put in a lot of hours. I really enjoy putting in a lot of hours. There is really no short cuts for it.

Obviously, as a coach I am very new at this. It wouldn't be my opinion that you count on, but I am sure that if you went to some of the other more experienced coaches, you can never stop learning. There is always a different scenario. There are always options. You learn from coaches when you go on to the field. Do you just prepare the game? You just prepare whom you are playing against. You just prepare the match ups you have -- and the two systems going together. Or, do you also prepare for, two minutes going into the game, we just got a red card on our center back. Now, what? What do we do? "So Johnny, what do you think?" "I think you should put your right back at center back and then pull the right midfield into the right...and have one forward and play 4-4-1." "Okay, Joey? What do you think? We should take out the forward and pull in the center back from the bench." And go through all these scenarios. Who do you put in? So going through all those scenarios for every single game, you learn a lot from just talking. You just talk and go through scenarios and it kind of triggers other things. And you're constantly learning.

Rob: Do you think the informal stuff like speaking to other people, observing other people; do you think that is more effective for you than the formal learning opportunities that you've gone through?

Coach A: At this point, I would say yes -- Unless I had an opportunity to go take a license in Italy, or one of those places. To do something like that, I would love to do. I just have to find the time and with the stuff I have going on. I want to see what else is out there that can make me better. But, I can tell you this. Whether I am learning from Mourinho or learning from watching our U9 coach RJ to say something to his kids, that I will promise you, that I will tweak it my own way. In the end, it will be my own way. It

will be what they said my own way. It would be wow... that is great, how can I adopt that to the way I think -- Because it will be my own way.

Rob: When do you feel you are at your best as a coach?

Coach A: When I am winning all the games. I don't know. It's a good question. I am in an upward kind of curve, right now where I am learning. So I don't think I can say I am close to my best. But I haven't been challenged yet.

Rob: Are there times when you walk off the field and say, "Man, I ran a good training session today?"

Coach A: Yes, I like it. The sessions we do with Team NY, right now. I will thank the assistants. "We did a good job." That was a good job.

Rob: What specific things are you doing that make it an effective practice?

Coach A: The reaction of the players to the exercises. That is what tells me if it was a good session. If players are into it, they are really in good form, and they are hitting a good pass, and they are receiving, turning playing. It looks good because I can tell they're into it.

Rob: You got to give something to generate that response.

Coach A: We are hoping for that when we plan, the day before. You put a session together, whether it is a passing exercise... Now, you can do the rotation. Manage it to the point that it is really working. They are into it. They are all asking for the ball and they are all... what you would think they would take for granted. National Team, everybody comes in, they are all like...It's not all like that for everyone. Your best players in National Team are just "okay, alright." When you motivate everybody, and everybody is into it- that is a successful session regardless of the exercise. Mission accomplished for the coaches. You got it done.

Rob: What is the ideal motivational environment? What role do you play as a coach?

Coach A: It would go beyond the coach. It's something that is not related to the coach. It is something much bigger that has to come from within the players. A coach can tweak, use his motivational tools, to help guide and help players recognize a scenario, but that has to come within the player. I don't think a coach can make himself responsible at a high level for motivating. It is important that you present the scenario the best way you can. But the player has to understand that the game is overwhelming. For example, when I started with the Team NY camp, as I start my group moving forward, I got a video from You Tube. I don't know if you have seen it. It shows success and failures in the World Cup by players. It shows DL scoring the winning goal, it shows DC scoring a great goal. It shows the opposition going up 2-0 and they show the home fans going 'I can't believe this.'

That is the motivational tool. When the video was over, and I did that the first night. I put that in front of them and I said, "I'm going to leave you with that tonight, because I think that you are at a point now, there's 36 of you here, chances are if not in 2014, that in 2018, that is you. You are the guys motivating the country. If you can't grasp that, or if you think, you don't want to be that, this is not for you." Then I left it at that, everybody left, and I think the fact that when you see people cry and yell and scream and enjoy, you see how many people you affect by doing what you do, this is sports, you affect a lot of people. Giants are going to Superbowl . How many people got up today, feeling so much better about their lives because the Giants are going to the Superbowl? Once you grasp that, I think, what a coach can motivate you more than that? The fact that you do this for people, how great is that?

Rob: Surely, you've have come across a player, who you've identified as an impact player, who isn't reaching their potential. What do you do to get across to them? How do you push them along?

Coach A: There are two different scenarios. I do not have the experience to answer that question, in terms of the professional game. I have an issue with one of the players now. And I had a conversation with him. It's the third time I've had him in different camps and he's just not going in the right direction. I do not know how that is going to end up, so I don't have the experience. He is a professional player. In terms of youth, youth is a little easier. Because you just put your arm around a kid, you say, "I really think you're awesome, you really are. We really trust you're going to do a great job. You're going to lead the way. You are the guy. I want you to know that I am so happy that I am coaching you." With kids it is different because it is really easy to motivate kids. Kids just want to see that their coach is happy with what they do. If you're happy, excited, it is easy.

Rob: With kids, are you building relationships with them?

Coach A: Oh definitely.

Rob: How does that differ with Team NY? You see them periodically. With Team NY, you have them for periodic camps. Do you think building relationships at that level is as important?

Coach A: You build relationships regardless. I got an email from this player who plays abroad for Team NY. I sent him an email saying, "Hey so and so, I just want to talk to you because I have to put my next list together for the next camp. I believe you're going to be an important part of our group, going into qualifiers. I want you to do well in your club. I want to discuss with you together, whether it is a good idea for me to call you in for the next camp for now." It might be better for him to stay in his club. Then, I call him when I need him more. I'm still in the identification process. I called 36 guys for my first camp. Out of those 36, I may have 10 or 12 come back for my second camp of 28. Some may not come because they are not good enough. It is just a fact. Some may not come because they are good enough and I might try other guys and see what else I have. I have to make sure that I am walking that line where I know, one of my good players that he

knows that is he is one of my guys. They want to hear that. As a player, I like to hear my coach say, "You are doing a great job. You're going to be on board, and I am on board, and together we are going to do this." If I heard that from a coach, I would feel like a million bucks. So with some of these guys, I want to make sure that I do, that they know. At the same time, how can we work together, to assemble the rest of the team, and put it together.

When I talk about having a plan for the team --- That is not one of my plans, to have that conversation in this camp. That needed to happen six months down the line when everybody is a little loopy goosie. Like, "guys, now it is time to get going." Unfortunately, I cannot let it go the first time. If I let it go the first time, then I lose everybody.

Rob: Do you speak with players individually first, or in front of the team first?

Coach A: In front of the team first. I only did it that way, because he is an important player. Because I know him pretty well. He was on the last Team NY. He was one of the guys on the side, and everybody was picking on him. Just work hard. That is what we are expecting from him

Rob: With the challenge with that player, you have made comments in front of the team for everyone.

Coach A: I mention in front of the team, that this wasn't specific to him. It just happened with him but it could have been anybody.

Rob: You had a pre existing relationship with that kid. If you did not have a pre existing with that kid would you have addressed it in the same manner?

Coach A: No.

Rob: What would you have done differently?

Coach A: I would have had a personal talk with him. Then, I would address it in front of the team. I need to let the team know that this is not okay with me. It can't just be the player.

Rob: In a situation where you did not have a pre existing relationship with the kid, why would you have spoken with him individually first?

Coach A: To make sure I don't leave him hanging out to dry in front of everybody. Maybe it shocks him. I don't know how he reacts to it. Don't forget, these are professional guys, too. So the guy may just walk out of the room. And now, I look worse than we started. I don't want to lose the team just because he walked off. But these guys are making a lot of money, some of them, and he walks off my meeting, and says I am out of here. My whole camp is a mess. I can't take a chance on that.

Rob: Let's talk about relationship building. What are your general thoughts?

Coach A: It is extremely important. Relationships with your players are important. You don't have to have them. All relationships are completely different. With some players, it may be only saying "Good Morning" to them, and smiling to them in the morning. Some, it may be a conversation with them every other day. They are all different. It is just getting to the point you know your group enough. What will put that one player in the best scenario to give you the most he has? But they are definitely all different. When LM went to University P, he was very shy, he is very much arm on his shoulder, he is so polite, nice, wants to please you, do so much for the team. Not everybody is like that. There are some guys you really have to go at. It doesn't mean that I didn't have a go at LM, a couple of times. "You want to go to the next level? It is not the way. You are too soft, you got to go hard..."

Every player is its own company. You manage all different companies. With Team NY, it is no different. I have a list of my players, cell numbers, email addresses, agents' numbers, email addresses, coaches numbers. Everybody is a company. I tell the players because they are a company, it is important that they manage themselves as a CEO of their own company. So what is important to them, and I told Team NY already to start the camp, is that when you look at yourself, I am the CEO of Coach A. What does it mean to me? Let's say, I was a player. What it means to me is that I have a bunch of companies within whom I am number one. In marketing... What does that mean? Market yourself when you shake people's hands- you look at them, you smile, you help. You have the playing side obviously, that is easy. You come and practice every day. You do the best you can. You have your business part of it. You got to deal with your agents. You have to manage. You are the CEO of all of that. That is a great learning experience in itself. That is better than school. You have to manage you. You are a lot when you are a National Team player. That is a lot of education for these guys. They have so much of it. And then they have the family side. You have to manage your family side. You have a girlfriend. How do you manage all that stuff that falls under who you are? It is not easy. Now you are a coach. You have all four for one guy. You have all four companies. You kind of know how you build your relationship with the players, to know him a little bit better, talking to them, you see how they are, if they say good morning when they get up, whether they don't say enough. How do you fit into with one company that is important to them?

Rob: This is a timely question because you started with Team NY. What is your approach, going into it, brand new?

Coach A: What I want to get accomplished is knowing what I know, doing the absolute best I can, to get the most out of the team I have. Results are really not important to me. Although, my job depends on it. I know that. I also know that I don't play. As long as I am given all the resources that are available in here to me, I am putting them in a good environment, teaching as much as I can, preparing all components that we talked about: the other team, the match ups. In the end, that is all that I can do. And I am happy with that. I am happy building relationships with guys I think will be important in soccer for

years to come because inevitably I am probably going to see 60 guys this year. Out of those 60, there's going to be four or five who will be important here for a long time. That is more relationship building on my side. That is me being CEO of me now. I am a new coach. A lot of things are new to me. I try to pretend I know what I am doing. Sometimes, I really just don't. I really don't know where I am going next. I am very organized. The one thing, important to me is being honest with the players in terms of where they fit in. That's really not easy. That is hard.

Rob: Why is it hard?

Coach A: Because, unfortunately most players, in particular players who want to speak with you, they know what they are going to hear. They need to hear from you. But it is almost like when you tell them, they tend not to agree with it anyway. Even though, it is pretty obvious. But you have to tell them. It is like that in every team. "Coach, what can I do better?" You just have to play harder. You can name a thousand things.

Rob: When a player comes to you, do you have a method of addressing the conversation? Do you start with the positive?

Coach A: If it is a player that is not good enough, you always start with a positive. It is like when you write somebody an email. You have bad news with them, but you start saying 'this is great that we did this, but, I am sorry to tell you'. It's kind of that. To a good player, you can be a straight shooter. Good players want to hear it. They do not want to deal with, if you pull in your best player, you start going, 'you know, you're really a good player.' The guy is bored now, seriously. Just tell him. 'Okay, you're the best player. You want to be the best player. Okay, you're the best player for us. You're the best player in the league. You're the best player in the conference. How will you become a National Team player training like this? Just because you're doing the best you can here, the players around you are not as good as the next level players. If you're going to get out there, this is not good enough.' That is what that guy wants to hear. You're doing him a disservice, if... 'well, you're doing great. I don't know why you're not getting called for the National Team.'

Rob: They want specific information that is going to make them better.

Coach A: They want to hear what they feel what they already know, but they still want to hear it. Good players know when you're not playing well. I've lived through it. You know when you are not making the effort or something or that's it. That's the end of it. But, I think everybody is a completely different company.

Rob: With Team NY, do you have a preset curriculum about tactical stuff you want to go over?

Coach A: In the first two camps, I have put my list together of things. I have an overall plan, like this. I have my depth chart. With the first two camps, I introduced the 4-3-3, because that is how KJ wants to play, but also with the 4-4-2. When I send them to my

coaches, I send them the players that will be in their group lined up in a 4-3-3 and lined up in a 4-4-2, where they can play in a 4-4-2. Then the other half of the group, this is with PH and RT. This is their group in a 4-3-3. So they have this in front of them, for running sessions. They kind of know where the players fit, because we don't know a lot of these guys and where they fit in a 4-4-2. That is the full roster. This is an overall plan of the week, before planning the individual sessions. So I go to every session, and we have how many minutes when we need the goalkeepers from the goalkeeper coach and all that stuff. Then the objective of the camp, which is where you are going to. Objective at the beginning is purely for identification, number 1; and number 2, style of play. I introduced the fact that we want to play 4-3-3. I am already introducing movements of the wingers, how do they come inside. In other words, I tell them, the last thing I want to see in any of my teams is the center back going like this.

(scenario explanation)

Just give the main objective to play out of 4-3-3. That is all you can do at this point. As the year goes on, the plan would be to adjust that to the opponents, the way the other team plays.

Rob: How do you bring that out, giving the guys the options?

Coach A: Listen, the outside back steps to the space, and we want our forward... You walk through it on the field. That and you shadow train it. This is what it looks like. It looks difficult to me. So I have the outside back, the outside center back going out a little bit with the ball, you want to play out of the back, the full back goes, the right midfielder is covering the fullback. I want that fullback to keep going until this guy does not follow him anymore. Now, he releases. Once he releases, then the fullback can come back again. There is an option there. And now, you have the right back with our left wing. So the left wing can cut inside. If that right back follows him, the forward needs to make a move. If he does not follow, then you have two guys open. You walk them through that. Now in the game sometimes, the guy cannot pass the ball from here or there. No one else can help that. They get nervous or whatever it is. They cannot complete a pass. So there are other options you walk them through. When the guys left the camp, they have a very good idea of what we are looking for. Whatever position you are in, you can tell this is very position specific. I am not just looking at this moment. I am only looking to find the best guy I can find to play right back. That is all I care about. I am not caring so much exactly if he is making all the runs I want. I am just looking for the best guy there that can play right back the way I want him to. And, I need to find two. For this particular group, for World Cup qualifiers, if I call my top 18 players, four won't be there. The clubs won't release them. There is nothing I can do about it. So, I need to build two teams over the rest. So that is my goal. Very position specific. I am looking for this. And I want to do that so they know when they come to camp. They get the gist of what we are trying to do. Identification, number 1; style of play, number 2. That is it, we leave it at that. Like some set pieces, we leave it pretty much as we play. We told them when we prepare to play the FLS, we still prepared moves for them. Go here, Go there. But, it is not so much, I am not worried about that. I won't worry about that for another six months.

Rob: Do consider coaching more an art or science?

Coach A: I definitely would say a science. It is nice to say, it is an art, but there is so much information available, that it almost makes it a science. You have to be creative with the information. That will be the art of it. This is what I see from them, from us, and now what you put in between is to create an advantage, that would be the art. Or would it be the results of the science in your head? I don't know what you would define it as. I am very much information, everything laid out, planned.

Rob: You are a linear thinker.

Coach A: Yeah, so much. It is hard for me to move away from my thinking. It is good to be open to your assistant coaches because they come up with stuff and you're like, "I would never do that." It is good to have people to surround yourself who are different than you are. Definitely.

Rob: How do you balance creating a performance environment versus a learning environment?

Coach A: See, with Team NY, they are a very particular group, because there is almost no time for learning. It is purely performance every day. You do the best you can every day. They have no choice. It is very hard to teach. You can only teach. That is not our focus. Our focus is not teaching. My focus, number 1 is qualifying for the World Cup; number 2, would be having these guys prepared so when step to National Team, the first team, somewhere down the road, they don't miss a beat. Like the first team players, they prepare like the first team. They do exactly the same thing. I want to make sure that Team NY feel like they are an arm of the National Team, the younger guys, the next group, and coach knows every one of them. It is very important for me to get that message across.

Rob: Do you want to add anything? You are a very passionate person. How does past playing experience relate to coaching ability? What is your perspective?

Coach A: It does not relate a lot. All it does is give you credibility with the players, which opens the forum up. But now you have to speak, say stuff, say things. Now you have to coach. The number one thing is your delivery.

<END OF INTERVIEW>

APPENDIX B: COACH B TRANSCRIBED INTERVIEW

<BEGINNING OF INTERVIEW>

Rob: To start off, tell me a little about your career path and how you got into coaching.

Coach B: When I finished playing collegiately at University FW, at that time the head coach was *Walt Chyzowych*, who was kind of iconic in US soccer. Through working camps and working in the community, like we all do, he said, “look I think you have talent for coaching. Is this something you’d be interested in?” And at the time, I was pretty focused on trying to go to grad school and I was trying to get into PA school to be physician assistant. But, you have to do a lot of clinical hours in order to qualify for that, so I was working at FW to do that, had entered the Masters program there. I was playing. Back in those days it was called the USISL and then it became a different league that Walt started called the USDSL. So anyway, still playing, trying to do this little job with clinical hours, and coach on the side, a youth team. I took over a U11 or U12 at that time. So essentially from the time I graduated college, I was coaching, but my focus was to go into another field, entirely. I would have loved to have been able to play for a long time but there wasn’t that opportunity when I graduated, besides indoor soccer.

A long story short, what happened was, a little bit funny, we were going to start a women’s program at FW. Walt knew that this was coming and he said, “Look, I want you to be the head coach of the women’s club team. I know you got your youth team, but we are going to set this up so this doesn’t conflict with any of your stuff. I need you to be the head coach of the club team and we have to have a base of players that will eventually fill in for when we go varsity next year.” I said, “Okay, I haven’t coached women; I have only coached these eleven-year-old boys.” He said, “Look, you’re the right person to do it, you got the right temperament, right personality, just go for it, run the sessions the same way that we run the sessions.” Walt was really good about trying to educate players especially guys he felt had an interest in being a coach. I don’t know if there were too many better people to be around then him at the time. So I did and I started coaching the women’s club team. He hadn’t hired a women’s coach, at that time, so he sent me on the road to recruit, too. Crazy stories. He said, “Look, go find some players bring them in and we are going to hire a women’s coach.”

So I started off as the head coach of this women’s club team and it rolled into the next year being an assistant on the women’s first varsity team at FW. They hired a head coach, actually from TP, a guy named TC. So I did that for about a two-year span and very tragically Walt passed away at the start of the season, I think it was ‘95. I was still now thinking and trying to do coaching on the side, trying to still play, but was going to move into going to PA school. When he passed away, it was one of those life changing moments and I thought I need to make a decision because with him passing away, opened up an opportunity for me to go and be Jay Vidovich’s interim assistant on the boy’s side. That opportunity, in that instance, changed my whole focus on what I wanted to do in life and I said, “you know what, Walt recognized this in me, I actually love it, I think I’m

pretty good at it, I have a lot to learn, but an opportunity to be an assistant for Jay was something I couldn't pass up." That moment was life changing and I began dedicating my life to being a soccer coach from then on out. I was Jay's assistant for four years at FW and then I got the head coaching job at University FS. I was there for four years and like anything, as a coach you are still working with youth so from state U18 team I got involved in the Region III ODP. Had a really good Region III ODP and was through that and being close to where the youth national team program was, I developed a really good relationship with EJ down there and kind of helped him out from time to time when he needed it. So I was around the first two cycles of the youth national team. Pretty lucky to do that, but at the same time when you are the head coach of a Division I team and you are working with state and Regional ODP and you're around a national team program, I was putting in a lot of hours trying to become a better coach.

Rob: How often were you working with the youth national team?

Coach B: It was more in the spring and when he needed someone. What I really was doing was just trying to seek opportunities to learn. With the youth national team program being about an hour from where I lived in Tampa, I just thought it was perfect to go down there and even if I just watched training. EJ was awesome about that with me. I did that a lot, plus it was great recruiting. What better place to look for players. We have a funny story about Heath Pierce because I had Heath Pierce coming to FS and committed and then at the last second Clive Charles called up John and said "Hey, I need a guy who can play left back for me." And John said, "Well there's this guy, he's going to FS." And Clive called up Heath and gave him a full ride. Heath and I still joke around about that. But anyway, that was kind of what I did until... What happened was my role with the youth national team started to be this guy that would show up every once and awhile to... EJ said, "look, we need and are going to expand this program going forward, would you be interested and make this more of a per diem role." And I said, "absolutely." So in the fall of 2001, while I couldn't do every much because of the college season, I did what I could especially after the season ended. Then early in January 2002, he said, "look, I don't have a full-time role, but I need basically a full-time person. Would you be willing to do this if this full-time job ever became available?" It did rather quickly. I basically spent the... I didn't resign from University FS until the end of that semester but I was splitting time between the US National Team and University FS for that whole spring of 2002 and eventually moved over June 1st of 2002 to be the full time assistant for the youth national team.

We went to Brazil, France, Northern Ireland, played many domestic games. So I was effectively full-time. Had good assistants at University FS like yourself, that were keeping the ship afloat there. Then I went to the youth national team and that was an unbelievable experience. Kind of all of the hard work that you are probably doing now that I had gone through to now be with a national team. I was pretty young I was only 32 years old to now be with the federation. EJ was fantastic, because what he did was he would take the first team of the youth national team and anyone else he would say, "you're going to be the head coach of this group and there were opportunities to do that which was fantastic because now you have the best players, it's a different environment

from being in college, it's every day. The international games are much different and the rules its kind of enlightening and it was fantastic to be around that. Going through World Cup qualifying, to a World Cup, to play our first World cup in 2003 that I was a part of was in Finland. We finished 5th there. Had some pretty good players like Freddy Adu was on that squad. But that whole thing was awesome. John basically kind of started looking for an MLS job after that World Cup and left, for the most part, before the fall of 2004. So I got to be the interim head coach for a little while and then eventually Bruce Arena elevated me after doing a search and interviews to full-time head coach. I should tell you that when I got hired, going back to getting hired for the youth national team assistant job, it was Bruce's decision. So I had kind of a funny interview in the Tampa airport in the Marriot restaurant with Bruce Arena, where he flew from, I think he was living in Virginia at the time, he flew to Tampa, we met for two hours, he flew back and I got the job.

Rob: Did he talk about you crossing paths when he was coaching at Virginia and you were obviously playing at FW?

Coach B: We did. I was playing at FW while he was coaching at Virginia and then I was an assistant at Wake and he was still there. I think he was there for a year before he took over DC United. So when he took over DC United, he still stayed in touch with the ACC coaches, so he was around us a good bit. We had this relationship. I ended up playing with a number of guys that he had on a team called the Carolina Crunch, which was in the USDSL at the time, so we had this relationship previously. When it came time to and EJ left, and Bruce again came down to see how I was running things and if I could truly handle it. And Bruce, he doesn't hold back on stuff. But when we were sitting down in the final interview, he asked me the question, "so what do you want to do eventually?" I said, "Well, your job." And he laughed and said, "No seriously, what do you want to do?" And I said, "No, I want you job." And he goes, "well I guess you know, if I had expected..." I think it took him back a little because he didn't think I was going to say it like that. I said, "I don't want your job right now Bruce, but eventually I would love to be the head coach of the men's national team. I love the youth national team, I think I do a great job with them and I want to get better and better as a coach and the highest level of a coach I can think of is the head coach of the national team and coach in the World Cup. That would be my dream." And while I do think I caught him off guard I think actually for him at least, he said I had dreams and goals that were higher than just reaching that. But at the end of the day, what I thought was pretty funny, was when he hired me, it's not like Bruce said, "Hey, congratulations you are the best guy for this job. We're picking you." But in typical Bruce fashion, he said, "Look Coach B, we are going to hire you, you're the only one who has experience going through the youth national team program, going through World Cup qualifying and a World Cup, and that's so different from many things that most coaches in this country have, so you're not really necessarily the best candidate but you are the only one who has this experience, so it's yours." And I was like, "Thank you Bruce, that's a wonderful endorsement, I'll take it anyway." If you know Bruce that's just how he is, a straight-shooter. But it was great, and obviously put me under a lot of pressure when I first started taking over the youth national team program. Then I coached in the youth national team for two World Cups,

pretty successful, we finished 5th in Peru and South Korea in 2007 we weren't as successful, although I was pretty proud of the fact that we got out of our group after a very rough start. And did pretty well, we lost to Germany 2-1, eventually to get knocked out. But I'm pretty proud of that group still.

But, I think I had done a job for US soccer that, Bruce had now moved on and Bob was now in charge. So they asked me if I wanted or would be able to move up to a different position in US soccer. A long story short, I had been working for about two years on a Development Academy, while I was still in the youth national team program and that had taken up a ton of time and that was 14 hour-16 hour day between doing the youth national team program and preparing for World Cup and now trying to put together a Development Academy. So eventually, in the fall of 2007, I was offered an assistant job with BR but I also needed to stay as the technical developer of the Development Academy, which I did for two years and had amazing experiences with the full team. That was my first time being around senior professional players, much different than youth or college, but fantastic, all over the world for those two years didn't spend a heck of a lot of time at home so that's a big trade off. Worked with NP, who is the first assistant with the full team and eventually ended up in MLS. So once we got through and qualified for the World Cup, it was a tough decision but I felt like the opportunity to be a coach in MLS, was something I thought for my own development, to now be from a college coach for nine years to being a youth national team coach to being a senior national team assistant coach, the opportunity to come to the MLS was a great one. I didn't know if I would get as good of an opportunity, ever. And the tough part was that I had to leave after we qualified for a World Cup. So I could have gone to a senior World Cup as an assistant or leave the year before so I chose to leave the year before. And that's where I am today. There's a lot of in betweens, a lot of things that happened along the way, but that's kind of my story, not so much in a nutshell.

Rob: Where do you see yourself progressing?

Coach B: Well to go back, Rob, I have always been extremely passionate about player development and really youth soccer. Even when I was an assistant with the full men's team, I was still working with this tiny little youth club, trying to have a positive impact in youth soccer. I continue to do that here and that was one of the really attractive parts about the job here that NP said, "you have a whiteboard, we don't have a youth program. I want you to be in charge of the youth program, you start from scratch." So that being said, I have always coached youth soccer and I love it. I love working with little kids. And while I love coaching senior professional players, I'm torn sometimes between where my true passion lies or where my strengths lie. But for as long as I can do it, I am going to continue to try and do both. So where do I see myself going? I hope that I eventually one day get to be a head coach in the MLS. Not looking to do that anytime soon. I am at a great position here. There's a ton of advantages to being the number two guy. I did it with EJ as a number two guy, where I got a ton of opportunities to be a head coach with a national team, whether it was trips with our second group or training. NP forged the same kind of latitude here whether it's to train the team or to be the head coach for certain games.

That number two role with that flexibility is you get to do all the good things without a lot of the pressure, so you got to be careful what you wish for. And I know that having transitioned from being an assistant under EJ to being head coach, very different kinds of pressures and responsibilities and while I want to do that in the MLS and hopefully if I am successful in the MLS and doing that you never know what could happen. I could go back to US Soccer someday as a head coach of an Olympic team or full national team or where it takes me. The interesting part is I feel like I have been so blessed in this sport and coached over the whole spectrum from youth to college to senior level pros that I am pretty happy in my own skin too. So if I could, if I don't reach that goal of being a national team coach or being the head coach of an MLS team, I'm okay with that because I really know if I had to go back and coach nine and ten-year-olds and that was my job, I would be extremely happy doing it. I don't feel like I have to prove myself to too many people anymore, which is something as a younger coach you're always fighting to prove you are as good a coach as you are. And I don't feel like I have to do that anymore which is a nice position to be in. Hopefully you'll experience this one day. You get to a point where, not that I think that I'm the best coach that I can be, but I don't feel like I have to prove to other people that I can be successful at the various levels. I have a strong belief in the way that I think player development should be run in this country with our culture with all the challenges. Again, I have unbelievable experiences overseas seeing some of the best clubs, best countries, and how to study what they do.

Rob: So let's talk about that, you have a strong passion for that.

Coach B: Well I'm on this, it's called, well I was on it, the US Soccer Player Development Task Force. At the time, it was the national staff from Bob Bradley, Thomas Rongen, but there's this idea I think in America that we don't know soccer and it really bothers me. There's this idea that other countries or other programs at least teach the game differently or have secrets that we don't know about and from my humble opinion I don't think that's true. I have seen how soccer and the player development system is in Brazil, I have seen how it is in Argentina, I've studied it in Holland, I've studied it in Spain, I've studied it in France. Wherever you go, whether it's Asia or Africa, the game is pretty much the same and then the way that coaches and when you watch the best coaches around all these places do it, there's no magic to it, other places aren't doing it differently. What is very different is the cultural aspects around the game and how other cultures perceive the sport. That's something that America especially people that are outside of our sport don't understand at all. They think it's easy to put it in some little box and there's a way to move it forward very easily. The fact is, we have come so far. I mean from the time I graduated from college as a player that didn't have really any professional opportunities to now you look around the US and it's amazing. If you look at that in historical context, it's happened so fast that I'm very confident again that we are evolving; maybe we aren't evolving at the rate that some people wish to collect trophies and things. While we still have massive challenges and a lot of them are one that are cultural and very different in terms of American sports versus how soccer is played around the rest of the world. I'm really excited that we are moving in the direction we are and I don't have some of the reservations that a lot of critics out there have.

Rob: Tell me a little bit about you past playing experience, like FW and semi pro and how has that influenced your coaching?

Coach B: I would say I'm probably very different in the fact that I was a player that got into coaching very early, upon graduating. Especially, if you look around the league now even with the US national teams I think there's this idea that you have to be a player at a very high level in order to be a good coach and I totally disagree. It's not that that's not a good thing, but it's not a requirement to be a good teacher or a good coach. I don't think enough emphasis is put on the profession and the experiences and the knowledge that you have to gain through the experiences as a coach. I came up and I feel fortunate about the playing experience I had at FW, but I wasn't a star at FW. I played on, we called it Pro Soccer for the USISL and the USDSL for those teams, but it was making pennies. It wasn't anything I was to support myself or my family on and yet down the line, I ended up getting a contract in the A-league with the Carolina Dynamo and spent a season there and the only reason I did that is because I kept on evolving and trying to be a better player, trying to be a better coach. It was the funny, the only way I got signed to that contract, I was playing on our Carolina Crunch team and playing in a league called the USDSL, broke up when our owner went bankrupt. So we had this great team, guys like Eddie Pope and a lot of players in the ACC, and we were 14-0 to not having a team at all.

Rob: And they pulled the plug immediately?

Coach B: We were actually supposed to go to Nationals. I believe it was a US Open Cup and they said, "We can't go." It was Indianapolis, they said, "we can't go, there's no plane tickets, and you guys are done." So just to stay active in it, while still coaching, I played in this Hispanic league in North Carolina, which is fantastic, because they are so different. You would have thought that I was six-foot-six in that league, because they use to call me the big gringo and I'm anything but a towering gringo. Long story short, when we played at this time the Carolina Dynamo were in the A league and Stern John was playing for them. So I was playing as a defender, we played them in some kind of competition; I think it might have been the Open Cup game. I had a good game against Stern John and anyway the Dynamo offered me a contract after that. That was in '97 with the Dynamo. We went to the finals of the A-league, lost to Milwaukee Rampage coached by Bob Gansler, who has been one of my mentors and influences as a coach. While I feel like I had some playing background relatively speaking, most important to my career, as a coach has been my experiences as a coach. But, from a youth player to a college player to eventually earning a professional contract, you learn a lot about the requirements of what it takes along the way. I think I bring that into my coaching as well because I don't think I would have ever been labeled as the star or best player at any of those levels. I certainly understood what it took to be successful and eventually reach those levels and part of that has made me the kind of coach I am; understanding both sides of it, understanding maybe the role of the player that is a role-player, given the opportunities to be successful or maybe having some very hard lessons learned along the way.

Rob: You mentioned that in MLS now, it seems sometimes even with the national team that there is a movement or tendency or preference for hiring professionals. When you deal with the pros here, does credibility come into play?

Coach B: Yeah, and that's what I think most people look at it as. I think it's cultural too. For instance, if you watch SportsCenter, any time there is an expert on SportsCenter they have a little bio or resume and usually they have to have been a professional player, done something fantastic in order to get that respect level. So that certainly gives instant credibility. At the same way, I would talk about someone like Coach Kryzewski at Duke or Bobby Knight. Or these kind of coaches within our own culture as a John Gruden, maybe never were the best star athletes because they became coaches and really applied their trade as a coach and learn the lessons on how to do that. Long story short, Rob, I think you have two ways to do it. You can have credibility because of your name and what you did as a player, but ultimately that only lasts for so long and when you're in the locker room it's only how good you are as a coach that players ultimately give you that respect factor. I think that happens whether you are with little kids or college players or senior level players. All players want to be taught. A lot of people before I ever got to the senior pro level would say, "oh well the senior pros, it's not about coaching, it's about player management, you know it's very different." Whether it was with some very experienced players, I found very early that they still wanted to be coached and if I could be a coach or a teacher that would give them a little piece of information that would help them become a better player, that's exactly what they want. If I can create an environment they know is going to make them better, that's what they want. And that's where across the board, the profession of being a coach or a teacher is so invaluable and where your knowledge and your experience of how to implement that is so important. And I don't think we give enough credit to that profession in this country.

Rob: Thinking back when you were a player, what was your conception of coaching? Did you think about it at all?

Coach B: I did. I'll put it to you this way, when I was playing at FW, we had the school newspaper. The person that was always in the paper was always Walt Chyzowych, okay? And I'm like, "Man, I'm the one out here busting my ass. You know? I'm the one that's got strawberries on both hips and my legs are torn up and I got a busted nose in practice, whatever it is. We, the players in the locker room, how come he gets all the credit?" And then so, I think I was 19 at the time, it finally dawned on me, "wait a second, the coach is the one who's the teacher, who gets all the credit or the blame." And that was kind of my first time that I realized there is something about being a teacher or a coach that is so important. I should tell you, I come from a family of teachers. My mom and dad were educators, which I think had a massive influence on the way I respected leaders or the people who had the ability to teach and the way I actually do it. My dad, in particular, was kind of an innovative educator and had a certain style to him that I certainly try to emulate in a lot of ways.

Rob: You talk about the way you teach. When you develop a session or when you are just thinking about your current role now as a coach, do you ever look at things through the player's perspective?

Coach B: Absolutely. I think that's where playing helps you in coaching. I played the game competitively and I still do; I played in a cricket league last year. So playing certainly is very important because it opens a lot of doors and gives you a huge insight into how you do things better, how you want to be coached and all those kind of things.

So it's very important, but don't know that it translates just from being a very high level player that is really easy to transfer into that role of being an excellent educator.

Rob: Tell me about the most effective coach you have had and describe some of their qualities. Either a coach that you have had or have worked with.

Coach B: I have been blessed to have been around some pretty amazing coaches. From, started off with Walt for sure, when I was a naïve young college kid and didn't know any better. Tell you quite honestly, the first couple times I was around him as a player I was like, "I can't believe this guy, he is supposed to be this amazing coach." Because of the way he was very specific in detail to how he wanted things done and what he wanted me to do as a player. That's just being immature and naïve and as I played for him more, I realized how brilliant he was in the things that he was trying to teach me. But then to be around a guy like Bob Gansler, he and Walt were the best of friends, so I got to be around him at FW. Then to be under Jay Vidovich, after Walt passed away. Jay is, if there is any term for soccer junkie it's, Jay Vidovich. He lives and breathes it and working under him, I learned so much and yet I also think it's important as an individual to be your own self. You learn some things that work and you also learn ways that you would implement some things differently.

Then, you go out on your own. Bob Bradley would always say this to me, he goes, "coaches need to work at their career, they need to work at their trade, they need to constantly spend time evolving their own ability to be a good coach." That's something I tried to do when I was a head coach at University FS, but I was still trying to help a club, be a state team coach, be a regional team coach, then dabble in the US 17 national team. To kind of go back, when I accepted the job as the assistant with the under 17 team, a lot of head coaches in college called me up because it's a pretty tight little group and they are like, "Are you crazy? You're giving up a Division I head job. You know how to do it, you've been successful, the security, you're crazy." My feeling was "Hey, I need to be better at my craft, I need more experiences, I need to do it a little differently." And thank goodness, I did. Because while my life would have been a heck of a lot easier and I'm sure my wife would be much happier if we lived in the same house and I'd still be coaching at University FS, but I know for a fact I'm a much better coach. I think you have to be a student of the game and always be humble to the fact that you don't know everything. While, I probably come across that I am very confident, I've seen soccer around the world and those are great things, I still think I can be a better coach every single day. Every time I walk on the field I try to be a better coach. Certainly, when you challenge yourself and you go to different levels, you know coaching in the MLS going in front of a group of players who have unbelievable experiences around the world and trying to be a good coach, who just with your coaching they respect, is a challenge. That being said, you have to be confident in your own beliefs and how you do things, but you always have to be humble enough and hopefully understand that you can always be better. You can do things differently; there might be a better way to tweak this.

Rob: So talk about tweaking and looking to get better, do you use any self-reflection?

Coach B: Yes, probably not enough to be really fair and honest with you. I like when we videotape practice, because that gives me time to watch how I coach the team. That's

important. I use it for two ways because you get to watch training again where you get to see what worked or what didn't work about your session, but you also get to watch yourself. On the US national instructional staff, I was just at a workshop last month where we went through a training field session and a presentation and those were filmed and critiqued by our peers, which is an excellent way to get some feedback. Very interesting, extremely humbling, and extremely valuable, too. There's a guy I'm sure Rudy knows of him, who a lot of top level coaches have worked with around the country, who will come in and give you some of that reflection too, which I definitely want to do-just haven't had the opportunity to do. But I think that's important for a coach for sure.

Rob: You started to touch on it, but my next question was discuss your formal education and your informal education experiences. You just said that getting feedback from other coaches was very important for you, but discuss more of the formal stuff. It seems to me, especially in the university setting when I compare men's soccer or women's soccer to other sports, accreditation in soccer, getting your coaching license is very important. Discuss the formal experiences you have had with that, was it useful? Positives? Negatives?

Coach B: I would say they were extremely positive. I don't think enough people look at it that way. But at the time when I went for my first ever license, I was a full time assistant on the women's team, I was still, in my mind, working under Walt Chyzowych. I was playing what I thought was professional soccer, semi-pro, and I said to Walt, "hey man, I've played in the ACC, I'm playing pro, I have my Bachelors in exercise physiology, I'm working on my Masters in exercise phys, you know I should be able to go for my B." And basically, he told me to shut up and not to be a cocky little kid and that I had a lot to learn. He goes, "Look, for your own good, start off and go through the process and go into it not with an arrogance but an openness. You have a lot to learn." This is straight from Walt, he said, "you have a lot of skill sets to be a good coach, but you have a hell of a lot to learn." So I started off with my D license, the two-weekend course that you do. And the first weekend, Walt said, "you might learn a lot, you might end up helping out a little." So I went for my D license and the first weekend I sat there and learned a lot. The second weekend I went back, the guy who was teaching the course, actually asked me to help out in some ways.

Then I went for my C license later on that year. I think it's important to that, the instructors you have along the way. Sasho Cirovski was one of the instructors I had when I went for my C license, which was awesome, because he was someone I looked up to and respected at least in the soccer circles I worked in; he was the head coach at Maryland, at the time. I was able to do that and then I went and got my B license later on and another very influential coach in my life Nick Zlatar picked me up in New York and drove me to East Stroudsburg. The instructors there were Jay Hoffman, John Ellinger, Lew Meehl- he was at Drexel for a long time-, and Trevor Adair. I felt like I had great instructors at that time and you build up great friendships with people you are taking the course with, guys that I have felt like I came through the process with like Dan Donagan, George Keifer. We both took our license together and those kind of relationships help you along the way because while you get taught by the instructors, you also end up swamping a lot of ideas and learning things. Then I went to my A, which was great.

Again, I had Bob Gansler, Trevor again, Mark Burson, who was with South Carolina, and Nick Zlatar was the other one. Nick was someone who had been one of Walt's best friends, worked with the Cosmos, and was probably one of the most underrated coaching minds in this country. But all of those things I think are fantastic and I got my A license in 1998.

Rob: You were talking about the formal, what about some of the informal?

Coach B: The informal coaching stuff comes through, when a coach seeks out opportunities to be better and for me it was making sure that wherever I went I was taking notes, I was trying to figure out the little details about how a coach was coaching what they were doing and often I thought the most valuable things were not so much watching a session and seeing how a session was run, but listening to a coach and listening to way he talks to his players. And the little things that were said whether it was to an individual or to a group and those were like little coaching gems that I continue to think any time I watch a coach whether it's a basketball coach or a football coach. When I was a FW and when I was at University FS, I constantly tried to pick the brains of other coaches around too. For instance at FW, when I was the women's assistant and my full time job was a physical therapist aid and my office was over the old varsity gym and I had this aluminum metal sliding window and FW basketball was awesome. So for two years, I would sit in this little window and watch the basketball practices. And Bruce Arena always told the stories about him being next door to the basketball coaches. Well, Bruce had told me those stories and here I am now thinking, "I like this coaching thing, I better watch how these guys do it and see if I can learn something." And it was awesome, I saw some things that never in a million years would I do, and also saw things that I would do a thousand times over. But those are the kind of informal things you do.

I had a good relationship with the head football coach at University FS so he let me sit on their staff meetings a few times, which proved invaluable when I became the head coach of the youth national team and I had a much bigger staff. When you are a college coach, it's a pretty small staff. With the youth national team there were 13 of us working, including myself, so I had 12 people I was trying to get on the same page. And the staff meeting from when Jim Leavitt ran at University FS, just being able to sit and see how that was organized was awesome. The basketball coach at University FS, Seth Greenberg, who is now at Virginia Tech, he was incredible and he did the same thing, he let me into everything. Ken Erikson was the women's softball coach at University FS and he is an awesome coach, worked with the Olympic team. He is someone I looked up to and it was softball, but it's just the way that he works. And that's where I feel like Americans, when you look at the best coaches, that's where America as a culture does an unbelievable job with the profession of coaching. And yet in soccer, there is the inferiority complex that we don't know what the hell we are doing and it drives me crazy, because I don't think there is a nation that has more experience in the profession of being a good coach. And while the sport is different, I think there are so many lessons to be learned about the profession of coaching, whether it's reading books, gather as much knowledge. Those are the informal ways that have been valuable to me to try and concrete some of philosophies that I hold dear to my heart and try to implement every day.

Rob: You touch on some of them like observing others, listening to others, reading books. What is the best way you learn?

Coach B: The best way I learn is to go watch and try to pick the brains of all these other coaches. I do it with NP, still. Whenever I'm around NP I try, he's got genius in him. Whether it's watching him do something or listening to the way he talks to the team, watch the way he makes some decisions. I did it when I was younger too with guys like Walt and Bob Gansler, but then I was able to do that with Bruce Arena. Bruce was incredible because he had an open door policy to the national team coaches. So I went to a couple January camps when I was with the 17s. Then when I got hired by Bob and I was there I was going from Bruce to Bob, it doesn't get much better in those levels. And then NP was an assistant with us on the National team, but then he was the Olympic team coach and I came and worked with him. Those kinds of experiences were invaluable. When you go to a Regional team camp and there are so many good college coaches in this country, who don't get the level of respect and who have actually not perfected but worked at their craft for so long and do such a good job that don't get enough credit. That's what I think as a profession there is so many good people out there and those have proven to me, the ways to do it.

Rob: I want to follow up with something you said. You said, rather than watching sessions, you thought an effective way for you to learn was to listen when the coach was speaking to the player. What do you think is the most effective coaching? What do you think is effective instruction?

Coach B: Keep to the message. It has to be clear, it has to be concise, and it has to be correct. Those are the three Cs from the coaching booklet, but they are true. The most effective coaches I've ever seen across all sports can make their point and do it in a way that is not long winded, doesn't lose the players' attention and it's different when you are talking to an individual versus a group. But either way, the most effective is when it's very to the point and there's not a lot of fluff around it. It's correct. The players know when it's correct and the good ones that have experience with knowing what they are doing, you'd better be right. That's the best part about being around pros, you can't be wrong because you're the coach and you can't fool them. You better be able to change it so it gets better, if it's not.

Rob: When do you think you are at your best as a coach? When you maybe address the team? When do you think you are at your best?

Coach B: I think I'm best when I'm teaching, but at the same time I think (it's hard to talk about this without coming off cocky) my personality and the way I deal with players is probably one of my strongest points, just because I think if you are honest and consistent with players whatever team it is, whatever level it is, the players are always looking to see what little advantage they can gain, or how they can be a starter or how they can get playing time, and that management of them is crucial. Things are different too. I would love to tell you that I think I have a really good eye for technique and I can look at the way a player does something just because I have been working on it, mostly with kids, for so long. I can watch someone strike a ball and I can see "hey, this little piece of their body mechanics wasn't right and if they did it. It was the first thing that

enlightened me coaching senior pros was when I did that with a player, when we were just doing a heading exercise, I said, “you know you could be better at this.” He said, “What do you mean?” It was just this little tiny point and I feel like that’s a strength, that’s a definite strength with young kids too. But you don’t get recognized a lot for some of that.

Coaching with the MLS, I think you have to have a ton of patience. And when is it most important to be a good coach? During games when you have to make some very crucial decisions, especially when you are talking about changes, whether it’s to give information to your team about a technical change, whether it’s a personnel change and you need to make a substitution. Especially with national teams, whether it’s a World Cup or an MLS and you have three changes within the game, it changes how you coach. I have been in that environment since 2002 and I don’t know if there are enough people that have to coach the game that way. It has taught me that a lot of times, less is better. So when I am coaching a group of ten-year-olds and the less changes I make to a game, allows them to be more successful. So I better do a good job before I ever get to the game. I think the same has to happen when you are coaching a national team and you’re in a World Cup and you are playing Holland and there are all kinds of craziness. You better have done all of your work before and then you better make some really good in-game decisions.

When US Soccer started the Development Academy, there was a lot of discussions about standards and rules and I was adamant that there could not be reentry for our best players because so many players in this country didn’t have enough time on the field to one: become a better player and two: become the athlete that they are capable of. It was so coach- dictated. I still think college is that way too much, high school is certainly that way. Club soccer, on a lot of levels, is that way. That’s one of the cultural challenges we have in this country. If you watch Duke play Carolina in college basketball in March Madness, you see a very coach-driven sport. Time-outs here and there, changes all the time. But our sport is very different than that. So whether it’s baseball, basketball, football, very American sports, which as an American you get shoved down your throat constantly, soccer you have to teach it differently and you have to coach it differently. Soccer is a technical game first. I think too many people think of it as a tactical game first. It’s a skill game. And that’s how I think you have to be that way as a coach.

Rob: You talk about your ability to work well with players, that sounds to me like relationship building. What’s effective relationship building?

Coach B: It starts with honesty and I say continuity because you need to be consistent in the way that you deal with players because you never know what they are watching. I always try to tell players you never know what the coach is watching, but it’s the same way. And it’s amazing. Again, I have pretty lucky. We have a bunch of guys who played for me in the youth national team here that are now in this locker room. But the stories that those guys will tell about things I did as a coach in the youth national team. What they remember and what I remember are so different- it’s amazing. As a young coach, I had some players that taught me some unbelievable things, too. One of the best lessons I learned, I had this guy at University FS, who was a fantastic forward. He

was one of the best goal scorers in the country. I didn't have a clue, but he was really upset at me for pulling him out of a game and then putting him back into a game. This was a Friday night game and we had practice on Saturday and he was in a foul mood and I knew something was wrong. So I pulled him aside and tried to put my arm around him and say, "Hey, what's the matter with you? What's up with you this morning?" And I think we had won the game the night before and he said, "Can I be honest with you?" And I said, "Of course, that's the only way I want you to be." And he goes, "When you pull me in and out of a game, you don't help me be a better player. You don't help me score more goals, when you take me out of a game." He goes, "My greatest asset is that I score goals and the only way I can do that is to be in front of the goal more often. And when you take me out, I can't do that." And I'm thinking about this and at the time he was a 22-year-old and I'm like "Man, I just got taught one of the best lessons as a coach." I think I was 28 at the time, so I was young, but I had a player, who taught me that. To this day, that is one of the most valuable lessons. His name was Kevin Alvero and he scored 19 goals for me that year. No longer did I yank him in and out of games, because I'm like, "He's right, absolutely right." He even furthered my view going on later with the national teams, playing larger blocks of time, not having the number of substitutions. It has always resonated with me that example of "Hey this is true, if I expect the guy to score a goal, am I doing him any favors if I take him in and out of a game?"

Rob: Do you consider coaching an art or a science?

Coach B: I think it's both. I think it's a combination. I think there is great science behind it. As a student I think, my background studying exercise physiology has helped me be a good coach, because now I know the science behind how the body works and how to be a good athlete and how to reach maximum physiological potential. So the science is huge and I think there is a lot of science behind coaching too. But the magic, and this is what I try to tell these people on the US Player Development Task Force is "there is no magic fairy dust." I would constantly get barraged with people saying we need to bring a Brazilian in here to teach technique and I'm like, "it's not like they do anything different." It's not like they have some kind of dust that they sprinkle on top of their players and instantly have a Ronaldino. It doesn't happen. It comes through touches, it comes through corrections, it comes through play. For me, and that's where our game, in my opinion being based on skill is where it's art. And people can say now, it's the sciences that you have so many touches and you have to have ten thousand hours. Yes, I agree with that whole-heartedly. But, the creativity and the art part of our game is what we all crave and love. And you have to coach it that way. You have to realize when you should just shut up and when you need to come in there and be very, very direct. And that part is invaluable, when you as a coach get to learn your craft and practice it and figure out "Oh, that didn't work and this works." And, when watching that movie and emulating that coach in Hollywood is not going to work with this group of guys, etc., etc. So I think it's a balance. I think you go into it with as much fact as you can, but you better be good at all the pieces in between, which are the art of how you actually do it.

Rob: We talked a little bit about relationship-building. But what is the ideal motivational environment and what role do you think the coach plays in it? I look at your current

situation right here and you're dealing with guys who are pretty well-paid, they may have different agendas, I don't know. But I can't think of a more challenging environment than coaching professional sports and getting everyone moving in the same direction. So how do you create this environment and what's your role?

Coach B: I think it's very important, but I don't think it comes down to being... I referenced Hollywood movies. I don't think it comes down to, I watch a lot of the sports now on TV and they show you the coach in the locker room giving some major speech. And I don't think it is those moments that are as critical as every single day being consistent and trying to deliver the message of how you want your team to do it. Setting a goal, making sure everyone is working towards that and doing that long term is much more important than coming up with some great speech on game day and delivering a moment. Those aren't real, those are fabricated and are over-emphasized way too much. I think you need to do it because with any game with any season, there are times when you hit lows and it becomes a grind. I think energy and personality are a part of that, but the consistency with which you drive a team every day. Practice doesn't make perfect, it makes permanent. If, as a coach, you constantly give your team some energy- some life. I think it has a lot to do with fun and passion. I learned this from a wise old coach, "We all play this game because we love it." It becomes a drag a ton during long practice sessions or two-a-days, or preseason, or spring season, or noncompetitive parts of the year, but you have to have some fun with it. At this level, it is serious fun. One of my goals with youth players is that they walk off the field with smiles on their faces and they feel good about it. At this level, I think it should be the same way. Your interaction with players and the fact they can feel good about what they did every day is really important and that helps transition it.

Rob: So how do you balance a learning environment with a competitive environment, especially in this situation right here, because it's performance-based occupation?

Coach B: Well you got to do both. And you have to plan. That is the one thing I think soccer coaches in the country are starting to get a little better at is planning out and having a seasonal plan so that they have an idea and a little bit of a road map, not to say that you are going to stick to that road map all the time. But, you can't go day-to-day or week-to-week with this sport, especially with longer seasons and in a results-oriented environment like this one is. You got to have a plan for how you are going to do that. You got to know what you need to get accomplished and how much time you have to do it. I call that periodization. I stole that from my ex-phys background and basically that has been applied to more individualized sports rather than team sports. Periodization is not totally applicable to soccer in terms of just volume and intensity, but there is in its basic term, there is a way to plan so you get your team to reach certain peaks and goals along the way, both physically and mentally.

Rob: With that being said, you are very big on periodization and planning. Do you have a pre-set curriculum?

Coach B: Yes, but I think this is where the art comes into it. You have to be able to recognize when the best laid plans need a little bit of tweaking and changing. That's where your planning helps you out because the curriculum helps you chart that map and then your instincts and your observation and your knowledge help you correct it as you go.

Rob: How much of your coaching do you think is pre-planned compared to reactive?

Coach B: That's an excellent question, but I'm not sure I have an answer for you. Because I think it's different, there are some days when you can plan it out and it goes according to plan and it all works great and there are other days for whatever reason, it doesn't work at all and you have to adjust and change it.

Rob: You're living in the moment I guess, right?

Coach B: You have to. And you deal with a lot of different situations, from guys with different injuries, players being taken out, having to adjust the size of a space. When we set up an exercise or a dimension for a space and it doesn't work, change it. And if I watch Real Madrid do the same drill we did and they do it in a space and I try to do it in that space and it doesn't work, I better change it. And those are the things that I think you get validated with when you see, other coaches around the world teaching soccer. I can remember being at Boca Juniors and watching Bielsa run a session and I was amazed at the way he did stuff I did everyday, but the space he did it in compared to what I did it in. And it really wasn't any different, in fact he had a version of 5-v-2, which was more of 10-v-2 and he had this huge space and I was like, "How are any of the players getting better in that?" But then, he just really wanted to do it as a fun little warm-up game. And the next thing he went to was a very simple possession game with a plus one and the space was like a phone booth. So it just depends, but all of those things, especially when you come down to trying to figure out what's planned and what needs to be adjusted, I think has to be done with a little bit of your experience and knowledge.

Rob: My last question. A year from now, you have moved on to a brand new opportunity whether it be in MLS, whether it be with a youth team, you are moving on to a brand new situation, so what is your approach?

Coach B: I think any time you move, you have to go into it and get a really good understanding of what it is you're doing before you start trying to move everything around. I've learned that the hard way. But for instance, when I went from the youth national team to coaching the senior national team, I knew I couldn't walk in there and coach them the same way. And I also knew I was working for a different boss. I was working for Bob Bradley now and NP. I think it comes with being a little bit humble. I've always had confidence in my own abilities, but I have to be humble walking into any of these situations to realize I need to figure it out first. Wherever it is, whether I take over a team in Canada, or go overseas, or if I'm just going to go coach a youth club across the country, I think having a good understanding of that environment, all the pieces, all the people, is really important.

Rob: Last thing, anything you want to add that we haven't touched on.

Coach B: I hope not. I have talked a lot.

Rob: For me, this has been really educational.

Coach B: I hope so. It's educational for me to talk about it because I realize like the story I told you about the kid when I was at University FS. While it has always been with me, maybe it was one of the reasons why I was so adamant and why I loved it so much when I was told I couldn't have reentry in games because it resonated with me. There are all kinds of little things like that.

<END OF INTERVIEW>

APPENDIX C: COACH C TRANSCRIBED INTERVIEW

<BEGINNING OF INTERVIEW>

Rob: Tell me about your career path. What drew you into coaching?

Coach C: I think it is fortunate a little bit through my upbringing. My father was very passionate about the game. He was involved as a player in Scotland. He came to Canada. He was a referee. He was involved in all the board levels – city level, provincial level, to national level, to CONCACAF, to FIFA. He was one of the few who has order of merit from FIFA for all his work. And just naturally growing up, I would go to the games even though he was refereeing at that time. There was a ball on the side and I would play. I just enjoyed it. I was limited as a player, but I played to the highest level. I played senior amateur here; a little bit red shirted; and semi pro here; university here. Played for the provincial teams here (in Canada). But I worked very hard to do whatever I did, and that has carried over to my coaching. I would work very hard to be as best prepared as possible. That helps me in some way. It comes easier to me than in some other way.

Rob: Could you be more specific about your coaching path? You are obviously a Youth National Team coach. Can you work backwards? How did you come to your spot right now?

Coach C: The gentleman named Bert Goldberger, at that time was the technical director of the Alberta Soccer Association. I was playing on provincial teams and he asked if I could help some of the coaching courses and be the demonstrator. I was the young boy and would go work with some of the instructors and it was a great way to give you a little bit of money, to go there, and you would help and I got intrigued by that. And the coaching education side of it, I started in a couple of years doing the courses myself. And then, I was fortunate enough to get into teaching. It is funny when I started I was in university. I did not know what I wanted to do. I know I wanted to play football and I was offered a scholarship here. So, I took it up on it. And then, I thought how could I do coaching and get paid full time. As we know now, there is not an influx of jobs that are full time in football... coaching. So, I will be a teacher. I did teaching and got my Bachelor of Education and during that time I started to be a coach at the provincial teams, at various capacities, various ages. And then went on to be assistant coach of a university for several years, and then I got on to being the coach to a professional indoor team, and then the opportunity to run the National Training Center for the Prairies, based in Edmonton. And then, I got some opportunities to assist coaches in development teams and then national teams. And I was fortunate enough to be head coach of some of the development teams. I was fortunate enough to be head coach of the World Cup qualifying team for a Youth National Team. I have been very fortunate for opportunities given me.

Rob: Tell me about your playing experience, how has it influenced your coaching?

Coach C: As I said to you, Rob, I was always very fortunate, I was always on good teams. We won a lot of city championships, provincial championships, national championships, on various teams I was with. You really wouldn't notice me. I was a hard working player. I was a versatile player that the coach knew what he was going to get. I wasn't going to be the one who was going to win the game for you. You know you are going to get a solid effort from myself and you know I'm going to be best prepared as possible and play within my limitations. That helped me a lot in my coaching because I really have worked hard to get that coaching education when I started young, 19-20-21... when I was still playing. Those courses helped me a lot in terms of analytical play... I really understand things better – that is where I describe myself as really a hard worker, one who does the job. Doesn't do anything too difficult. Made it simple. And I started to apply that in my coaching, as the young players need that especially when you get to the high-pressure situations that you get in. The simpler you get things, the more chances you have to be successful in those high-pressure situations.

Rob: As a player, what was your conception of coaching?

Coach C: As I look back on it now, I felt that it was more physical fitness type of role models at that time. Maybe, I was not getting what they were saying, which I could give credit to every coach that could be the case. When I look back, I make sure that I give players technical advice, tactical advice, or general advice, that they are understanding what I am saying because I don't think that too many coaches that I had, really checked with me or checked with the players in general. To see, if you understand, what we are trying to get. We try to do it several ways by writing, through conversations, through video work -- maybe that was not in the way of methodology of coaching at that time but I really have made that high priority. I want to make sure that the athletes that I have the honor to coach understand what we are trying to say I think that especially from the national team perspective. We have such limited time with them. We have to be very careful that we do our 30-minute session, we got everything we want in it. And to be aware of that, to present in different ways as well, to show video of it, PowerPoint of the topic, as the case maybe, so that would give the opportunity for the athletes because all learn in different ways, they get what we are trying to get across to them.

Rob: You spoke about past coaches. Can you describe the most effective coach you had? Tell me some of their qualities.

Coach C: Do you want names?

Rob: Yes, if one pops to mind.

Coach C: There is a couple that come to mind for me. One is Bert Goldberger. He was the one who got me into coaching, really encouraged me, and saw something in me to be a potential coach. And his quality was that he was a very demanding coach, very, very cold, in character as a coach if you understand what I mean. I would not say there would be a great rapport between the players but we respected him greatly. But, it was very physically demanding. His ability to detect talent was a tremendous asset. He understood

the game greatly. There was also a gentleman named Sandy Gordon, whom we had for a year, in the university, from whom I learned more tactically in one year. It was incredible how, I do not know why, but it was with him that things turned out to be understood. I just found that I really understood things in a great, great way under him. So, those would be the two. And, I got a gentleman named Tony Waiters, whom you have heard of. Watching Tony work was incredible -- his attention to detail; his easiness, too; his rapport that he had with the players when I saw him work -- it was incredible. His management was fantastic. And, being there, too, I was exposed to a lot of coaches in his camps, and it was very impressive to work with him. Not more as a coach-to-coach, but you ask as a player who affected me or as a coach?

Rob: Either. When you played or who you worked with?

Coach C: So, Tony -- more when I started my young coaching career off. Then, the other person who has been an influence would be Stephen Hart. His approach, his philosophy, his style of how he wishes to play his football is fantastic. And, I've learned a tremendous amount from him, his knowledge, his passion, his love for the game is just contagious when you are around him. He has been tremendous.

Rob: Going back to Sandy. Because I am familiar with Bert Goldberg, Tony Waiters, and Stephen Hart, obviously. But, Sandy Gordon, you said you learned the most tactically under him. What was it about his teaching? How did you learn the most tactically? What did he do that allowed you to pick up the most?

Coach C: You know, I think he did a lot more functional practice like the eleven on zero, going onto different situations. Again, it has been a long time ago, so I don't know. I can't remember every detail about it. But, he simplified things, Rob. He really made it so you could see the picture. His great demeanor, and his way that he approached you were fantastic. It was great. The way he went about it was so good, and yet very demanding, that you wanted to play for him. You really wanted to do well for him. I think it is a natural quality. It's a natural personality, his charisma. People have to get that out of players. Sometimes, it works to make them all hate you. I understand that part, too. I think sometimes it makes a player more effective that you make them buy into what you are doing. Be demanding yet really care for the individual. That was what he demonstrated for me.

Rob: You spoke about it a little bit but you said that you got a lot out of formal coaching courses. Can you tell me a little bit about your informal coaching education as well. You have the formal... you have taken the A license, the B, C, and that type of stuff. But talk about your overall general education on coaching with the formal opportunities and the informal opportunities.

Coach C: The formal, I think, the courses, obviously have great place in someone's development. It is something absolutely mandatory and required. But, the informal can supplement and complement greatly the good work of the formal courses. But, I think, that is where the opportunities that I have to go coach with people, have people come

along coach with me, have absolutely been fantastic in terms of learning different things, learning different ways, how people handle situations. It seemed a different characteristic of different personalities. How people deal with it. Coaching, definitely, is not a science for me, but an art. There are many ways to paint that picture. And, I think, that has been something I have luckily learned from many people. I think even a person like Ray Clark who is director of coaching player education. I've been able to work with Ray on teams. I've seen him work as well as a coaching instructor. And, it is incredible to see how he can... They are two different types of coaching. Absolutely! But, to see him work in the coaching of coaches, and coaching of players was very good for me as well. So, I really believe strongly in going to watch people work, and see people work and talk football with those people helps you a lot in developing your knowledge and in your coaching style and such.

Rob: Tell me a little bit because your comment is fascinating -- that you say coaching is an art and not a science. Elaborate more on why you consider it more of an art than science.

Coach C: Well, I think, people have, because the best football coaches to me in the world, and they are not one and the same, yet, they are very effective in what they do. And, I think, there is a certain style, philosophy that people will all like to play, "I want to play the beautiful football." But, if you don't have the players to play the beautiful football, all can't play like Barcelona, because you don't have the players and quality to be a Barcelona. But, how you can get the best out of what you have, I think, it is an art, not a science. I think it is how you communicate it. How you present it. How you interact. How you set up your staff. What type of coaching are you doing? Just who is going to be responsible for certain things. You know, the good guy, bad guy type of approach. Do you want one-on-one meetings, group meetings? I think there is many ways to do it. And again, I think whichever way you choose has to be consistent with who you are, and your personality. That is where the art comes from. How you take the qualities you have, and you could be so effective in your communication of it -- and your management of people to go forward. I think in situations where they work out tremendously for me it was just a gut feeling at that time. I just think back to my A license. Joseph Vengos, remember him? He coached the team that went to the European Championship, and I asked him, "What is the secret?" Essentially, we all go through our tactics and knowledge, but you need luck. One of the games when he was already losing, he was ready to make a sub. The guy who's going in as a sub has to go get his shin pads and by that time, the boy who is he going to sub scored. So, he made him sit down for 5 minutes, and the boy scored again. Some things happen like that, you know? You do all your hard work. When people say good luck to me, I never turn away. I am quite happy to get luck because I need it sometimes.

Rob: How do you think you learn best?

Coach C: By watching and interacting with people. I do read books here and there. I do think video has worked. I do watch games over and over again. There is none like by not being on the pitch, and watching people, seeing what they bring out. I try and act as if I

was the coach and see what I could do here, what I could do here. Coach says, “stop”- I try to predict it in my mind, what would be the point to bring out in such.

Rob: Interesting, do you do any self-reflections -- about yourself, about your sessions?

Coach C: Very much so. If I am coming out of a session and I feel it did not go well. First, I look at myself. Was it the best way to do it? Did I get my message across in the best way? I definitely look and do my own personal and then I will have my staff. We will do a close door and they know I don’t want to hear “Oh, it was the best or great.” No, I want to hear the honest parts- what we’re missing. And, if I go through that, and I think it has been okay then I will go to the player and then I’ll do a little leadership team. And try to find out why the practice was off today. So, definitely, I look at myself a lot of times. And, I spend a lot of time in the hotel room going through things.

Rob: When do you feel you are at your best as a coach? You walk off from a session that was a very good session today. You had a good performance, a good address to the team at half time. Think about when you are at your best.

Coach C: Definitely, when... I just trying to think, that is a tough one. I compare it a little bit to the team. Sometimes, it will be in the dressing room. Sometimes, in the pre games meetings, and how strong they are, and it looks good today. And, in the training session before, “We will play well tomorrow.” And go out, and have a stinker. There are many coaches that have had that happen. Where you think the opposite, or the session before was a stinker, it is going to be brutal, and we play fantastic. Sometimes, honestly, when I am at my best when I’m best prepared, best organized, there are no surprises that show up for sure. I am best prepared, best organized. Now, with experiences you have, you have to take water off the duck’s back. When I travel now, to the places we go and situations we face, gamesmanship you might face, you can never let the players know. You can never let the players say excuses. At the end of the day, when I am at my best, I am best organized. No excuses will ever come into play here. I know I have the chance to be face to face with them all. That is when I am at my best. Coaching the national team, you do a lot of emails, phone calls, but there is nothing like contact time with the players on the pitch.

Rob: So, when you talk about contact time and players on the pitch, talk about relationship building.

Coach C: I think it starts with our initial impressions. I lay out expectations and guidelines right from the start. I also put it into that we trust them. We are not here to play cat and mouse with them. We are very much expecting what we are saying- and that better happen. Right away, athletes will take that, “we are not going to get checked up all the time.” But, if they don’t follow, there are consequences. That is definitely one part of it. I like to have a lot of team building stuff, and staff will have to be part of it. And, we have to laugh at ourselves. You’re doing the demo and fall on your ass. You have to laugh at yourself. Again, if they understand that it is okay to make mistakes, as long as you learn from them. Team building is huge. People see beyond the persona you have on

the field. Players can really feed off that. I also make it the open door policy that wherever we are, I am approachable. They can come and see me. And so, I try to make it a goal everyday that I would say one individual thing to one player.

Rob: What do you think is the ideal motivational environment? And, what role you as a coach play in that?

Coach C: First of all, the coach... it definitely has to come from among the players, too. But if the coach hasn't set-up the environment where they feel they are being challenged, being put to the test, then I don't know how motivated they'd be. To me that is a critical part. Depending on a team you are in, whether you are part of a club or a country, I take a lot of time to make sure that the athletes are feeling that. There are different ways of doing that. What does it mean to you, and all that kind of stuff? Sharing your personal story. Why are they in football? Why do they love football? We kind of go to those kind of things. It is a big part of the coach's role.

Rob: Imagine you start with a brand new team, brand new opportunity, you are no longer with the Youth National Team. What is your approach?

Coach C: My approach at first is to get them to believe. You are here, you're representing your country, especially with the young age I deal with. Get them to believe, to feel the honor and privilege that it is, to get them educated in terms of lifestyle, training habits, everything we are there to do. They have to do everything possible to perform at the best of their ability. We do a lot of video. We keep things simple at the beginning, so success is felt and that breeds confidence. In, young players and more senior pro, confidence is a fragile thing. But, even in the younger ages, it can even be more fragile. I try and breed confidence when they do a lot of the little things in preparation off the field, also on field. That builds and helps confidence. To perform to the best of their ability.

Rob: Do you have a preset curriculum with a new team?

Coach C: Some are dictated by the federation. There is a certain style, certain philosophy that we want to play. Of course, I don't believe in playing a certain system all the time. But, if that is what the superiors wanted, we do so. But, I think, we look at the best players and what fits them. But, in terms of curriculum, there will be some similarities but I would not say it was in stone. There's a common spine to what we want to do. There would be with most teams. Then, there will be tweaking and fine tuning to make it fit for the players you have.

Rob: Your age group is very interesting. You need to get results but you need to develop players as well, at the same time. How do you balance creating a competitive environment with a learning environment?

Coach C: Competitive and learning are the same. I think the results oriented environment is something totally different to me; because I've been told we do not have to get results.

Obviously, you want the team to go out and perform to the best of their ability. So, even at the World Cup round... I told the boys "Don't worry about the results. The World Cup is just one part of your journey. You want to be in our senior men's team in the men's World Cup. Then, that is the biggest event in your footballing life." So, I take it as part of a journey. We focus on the little things to make sure performance is good as what we want. The by-product is we want to win every time we play. It is the by-product, not the end product. The end product for me is we're improving their technical and tactical knowledge, improving their game savvy in international competitions. Those are the things we need to look to do. I think if you do that, performance will follow.

Rob: How much of your coaching is pre planned vs. reactive?

Coach C: I would say most is fairly pre planned and there has to be a degree of flexibility to address when you are in training. To address why this is not happening... they are not getting this... thinking after you play games. Obviously, you want to address based on what happened in the game, in the training.

Rob: When you see your team play, you've analyzed your performance. When you are creating a training session, do you consider the players' perspective when you are designing stuff?

Coach C: For sure. I am trying to think what is the best way to get this across to them, and that is where I pick a leadership group within every team. I will bounce things off them because I do not want the whole responsibility on the captain, with one player, at that age. I want to have a group. But, I try to do it from their perspective. We do have a little video session before we go out, so they see exactly what want to do. Whether, they are clips or PowerPoint presentations. It is already in their mind what we are trying to accomplish.

Rob: What do you do exactly with the leadership group? Is it more discussions?

Coach C: They'll come to one and I try to pick kids from different environments like this in different parts of the country, kids in different teams. They come to me and say training is too hard. The food is not great- those kinds of thing. It is also to get feedback. We do that after every game. The kids evaluate themselves and evaluate the team. But they come with concerns of other teammates. "Oh, this is what we are hearing. This is what we need to do." I really use it. It gives them responsibility and maturity to be able to deal with that kind of influence. They do it very well.

Rob: Do you have anything to add that we have not touched on?

Coach C: Coaching of the staff is absolutely critical – you pick the proper staff. If you do not have all loyal and hardworking staff... You get back to the World Cup time we had here, the staff I had, I was very, very fortunate and privileged to have them. You could be the best coach but if you do not have that, it is hard to be successful.

Rob: How do you go about picking your staff? Is it guys you worked with before, through recommendations...?

Coach C: I go across the country and look at different players at different times. And when I am there, I watch very closely what people are doing, we talk, and the opinions of players, what they think. That is first and foremost. It is good to have personalities that get along, but the main thing to me is- I can trust them. I have confidence in their ability, especially in the selection of players, training of players.

<END OF INTERVIEW>

APPENDIX D: COACH D TRANSCRIBED INTERVIEW

<BEGINNING OF INTERVIEW

Rob: To start off, I want to hear your story. Go over your career path and what drew you into coaching.

Coach D: I was lucky enough to be born in M and it was the only thing to do, was to play soccer. Within a very small village on a mountainside of M and it was the only sport that my parents really knew about. All of our free time, we played in the school or with neighboring villages. We'd have little competitions and then when I was about eight, my family was looking for a better life. So my father went to France and he didn't like it. So then he went to Germany where he fell in love with it. So we thought we were gone. He had sent over, this would have been the summer of 1970, and of course Germany had hosted the World Cup in 1974 and they were a soccer power. So we thought we were going to heaven. He worked in a factory across from about 30 soccer fields. We were all excited to go to Germany. And then about a month later, we got word through my aunts that my father was going to go to America. We didn't know anything about America. Three months later, we landed in Canada. We ended up in Canada.

But I was lucky enough to come into a very highly diverse immigrant, blue-collar town of Windsor, Ontario. You had various, different Yugoslavian groups, Italian, German, Polish. You had so much of the European immigrants that there was a very good men's soccer league and youth soccer was just getting started. I started playing soccer and just fell in love with it. I grew up playing all sports. I loved all sports. I played hockey until I couldn't afford it anymore. I played basketball, tennis, American football; everything I could get my hands on. I just loved to play, compete. Somewhere along the line, I think I fell in love with the idea of being part of a team. When I was playing for the under17 travel team for Windsor, which was very good, I was one of the top young players in Canada at the time; I also coached the under15 Windsor travel team in a league that played across Michigan called the Bonanza Express League. And I realized I was pretty good at it.

Then a couple years later, or a year later, I went to a trial in Aberdeen, Scotland. Alex Ferguson was the coach of Aberdeen. I was offered a contract to sign there but I turned it down. But for six weeks, I kept notes of every practice that he ran. I was always interested in the whole idea of coaching. The idea of having more control and bringing together the groups. I always knew I was going to be a coach at some point. I actually turned that down to go to school because my parents didn't finish third or fourth-grade. This was very important to us; to go to school. My brother was at Michigan State University, at the time. He had a real good experience.

I went to University A on a soccer scholarship. I was very disillusioned. The quality of coaching was very poor. The quality of commitment by the players was very poor and I was very frustrated. I tried to do something about it. Eventually, I took on a greater leadership role. I tried to change the culture, as a player. Then, the spring of my junior year, there was a coaching change and I was on the search committee. We brought in a guy by the name of Bob Gansler. I was involved. The next thing, I go from being

disillusioned with the quality of coaching to having, maybe one of the greatest soccer coaches in the US. He was also a consummate teacher. I looked at him and I said, "That's who I want to be." I want to be this great philosopher, coach, teacher, person. I eventually made him my mentor, which I think is an important distinction. I sought out people that can help me grow as a person. Who I can emulate, who I can borrow and steal from. I played for Bob for about a year. Then I played professional soccer with the Milwaukee Wave. I played in Canada in the Canadian Soccer League. There, I was the youngest captain in the whole league. Halfway through the year, I was selected as player-coach. So at 24 or 23, I became player-coach of a professional team in Canada. Then I realized that this is what I love to do. I became coach at that point and the team was a bunch of older NASL players and young Canadian players. I became coach and I really liked it. It was very unprofessional, the league was, and I said, "I need more than this."

There was another component that was very important. The summer before my senior year in college, I was getting strong vibes that I was going to be drafted by the Chicago Sting. Willy Roy knew Bob Gansler, and saw me play and said, "We're going to select you. We want you to play for the Chicago Sting." The league folded two days before preseason started in college of my senior year. So that hurt. I played indoor, I played in Canada. But I said, "This is not my vision of professional soccer." As I was playing soccer in Canada, I decided I was going to go back to grad school. I wanted to get an MBA with the idea that I would become the commissioner of the next North American Soccer League and I'm going to solve all the problems of the world, in North America. As I got smarter and it was deep into my MBA program, I realized that I didn't have either the power or influence at a young age to do that. I wrote papers on it, actually- on how to fix the problem. But at that point, I realized that I really loved coaching. So I became a volunteer coach for Bob Gansler. I became his full-time coach for a year, assistant coach, and then he left to coach the U20 national team with Kasey Keller at the 1989 U20 World Cup in Saudi Arabia. Then, he got promoted to the full national team coach. So I became interim coach of University A but I didn't get the job. The women's coach, who's now the coach at University Y, Brian Tompkins, got the job. I stayed on with Brian. I had a choice to make: I should have got the job, the players wanted me but I didn't get it. Should I leave? I decided to stay; I was loyal to Brian. We've become best friends. Stayed there for a couple years as an assistant. My last year as an assistant, we made the national tournament for the first time in ten years. Then, I got a job at the University B a couple of years after. When I got the job at University B, we had two really good years there. The point is that that's what my story is. Somewhere along the way, I fell in love with the idea of being a teacher, of being able to put things together. I get an incredible high- that's one of the reasons that I've stayed in the college game for so long. I think the college coach is the consummate teaching, coaching position. I think it's such a win-win all the way around. It's a place that is really hard to leave every time I've had the opportunities to leave to go professionally. It's always been hard for me to leave this because of the influence you can have in people's lives.

Rob: Going back to your playing experience, because it seems like it's a very diverse

playing experience, how has your playing experience influenced your coaching?

Coach D: I've had the good fortune and bad fortune to have a lot of really good coaches and some really bad coaches. I've had Tony Taylor in Canada who became a very good friend and a good influence. You borrow and steal ideas from very different people along the way. I've had some people that were poor coaches but were great people. I've also had a very positive influence in my coaching that you don't have to be the greatest "X"s and "O"s tactician to be an effective coach. Some of my youth coaches and even coaches in the professional level that were not the sharpest tacticians, had hearts of gold and were enthusiastic about what they were doing and I really feel like that's something that stuck with me. Because when you're a coach, you're more than a tactician, someone who just worries about wins and losses. You're a leader and to me the best coaches are the best leaders and that encompasses a 24-hour job. The old definition that managers do things right and leaders do the right thing, that's what I feel coaching is all about. You're on-call all the time. Everything you do matters. Everything you do has an influence. It's very important to understand the massive responsibility that leadership brings with the people you're involved in because to a player everything the coach says and does and other actions, means something. From the look here, the look there, the nonverbal cues, the verbal cues, for the things they say, the follow-up that they have. It all matters.

I wanted that responsibility. I spent almost all of my free time reading every coaching, leadership, business book, everything that I could possibly get my hands on.

Unfortunately, I am not a good reader of fiction. I am in the personal development business year-round. I spend most of my time finding ways how I can go be a better father, be a better husband, being a better person. I've learned some really cool things along the way from a lot of people. For example, in my MBA program, I took a lot of sales and marketing classes. When I first became a coach, I really encouraged all my players to take a public speaking class, an additional communication class, a business writing class- all different ways of the value of communication and the value of interpersonal relations skills become crucial for their own development. I've stuck with that for all my years and I still make all my players take those classes in addition to whatever they might be majoring in. So they can be more well rounded. We get a lot of compliments from people once they see our players being interviewed, in the way they speak about things in the pros. You take small credit behind the scenes from the fact that you are pushing them in that direction.

Rob: Going back to your playing experience, you were pretty focused on what you wanted to do, very early. What was your conception of coaching when you played?

Coach D: My conception of coaching when I played was...I was very respectful, very appreciative and almost too much reliant on the influence of coaching in terms of sometimes looking for the extra motivation from a coach, looking for direction. I think part of that was that I was too much of a sponge. Coaches, to me, had a bigger influence than most young people because I started to think in English and communicate in English a lot more than my parents who didn't come along with the language that much. They were not educated. So for me, my youth coaches, my college, my pro coaches, always became my friends and confidants. I always developed a very strong bond with all of them, even the ones that maybe were not the sharpest, pure soccer coaches. I have

always maintained strong relations with all of them because from every person I have borrowed something along the way. I don't know a single coach probably that I'm not close to. Except for maybe a six-month indoor coach that I didn't care for. Actually, I had two indoor coaches who I didn't care for- that's pretty much the only time. But even from them, you learn how not to coach.

Rob: You just started talking about relationship-building. You addressed it from the player to coach. Now address relationship building from being a coach with a player. Discuss relationship building.

Coach D: I think that the most effective leaders and coaches are coaches that are both liked and respected because when you're liked, your players trust you. I think a lot of people dismiss that as a non-valuable asset and they make it a zero-sum game, in that it doesn't matter if they like you, they just have to respect you, which I totally disagree with. Because if players don't like you, don't trust you, you may get some short-term results but you won't get long-term. You won't get the long-term bond that will lead to value for everyone involved. I think that's very important. For me, that's always been very important. One of the questions we always ask our players in all of our meetings is, "How is our relationship?" That, in many cases, it's very good. These are closed-door meetings and once in a while, kids will come out and say, "I don't think I have a relationship with you." And the other bells go off. It's like, "Why?" Then you start the repair process. Relationships are very fluid; they're never perfect. It's no different then when you're with your wife or your children. It's a constant fluid process that needs to be worked on but you care enough to make it work. You have to care about the valuation and I think that's something that has been very important to the way I've built my teams. We have probably the lowest transfer rate in all of Division I, top-level college soccer. We also take the fewest amounts of transfers coming in because we have a sense of loyalty to our kids. Kids don't want to leave here. We have national team players that aren't starting and we are still keeping them in a good place. Part of that is the nurturing relationship building process that we care about. People that know me, know I'm a tough coach. From externally, people know, "This guy's hard, he's hard on his players, he's hard on different people." And that's true. But that's the way I'm with my kids at home. I'm demanding and I sometimes can see, as a coach, where people can get to- that they can't even see themselves. Therefore, to try to push them to get to that level whether it's academically, socially, athletically, it takes sometimes a little hard love. And at having the courage to be call somebody out, to say, "No" in many cases. Or, be tough on them because I've always believed strongly that tough love with a nurturing component is a very good balance.

Rob: What do you do to nurture the guys? So they know that you care.

Coach D: I think you provide service. It's about type of service that you provide and it's about the selfless outlook that you have to have in terms of their growth and development.

Rob: Give me specifics about service.

Coach D: Everything. You look at our locker room situation. We have limitations here

but every year we do something to improve the quality of their life. We fight hard to make sure they have a great field to play on. Take our facility, we've taken a lemon and made lemonade out of it. We've taken a high school track facility and created the best atmosphere in the country. So they look at that and they go, "that's cool." We go out and raise money. When we can't get something done, we still do it- we just find another way to do it. Right now, we have one of the nicest practice fields in the country. We have one of the nicest game day environments in the country. We have a locker room where we just raised \$90,000 to put in beautiful wood lockers for them. Equipment, I'll take more of my allotments and put it into the equipment budget and they get the finest equipment they could get. We create schedules this spring that matter to them. We bring in performance coaches that work on their development. Every year, we pay money to do that. We have two video editing systems- nobody has that. We use Match Analysis and Sportec. Now we're talking about this spring and spending money and buying heart rate monitors. We bought dinavision. We have an Iband unit that they're going to use for their strength and conditioning stuff. You get the gist. So when they see that you're out there doing things and people know our work ethic is...we are everywhere. So they see those things and that's why players want to come here. When they see that commitment level, they are like, "wow." I am very involved in hiring the best trainers. I'm very hands-on in terms of I want our players to have the best experience of any student-athlete in the country. Not just a soccer player- any student-athlete. We set a high bar and then we go deliver. I would say there are very few student-athletes in the country that would tell you of coaches that work harder for them and then we do.

Rob: What do you do individually? All the stuff you've addressed is for the team. There's an individual component to the team.

Coach D: All of these players that come here want to play pro. We talk about their goals. We promote our kids to the pros. It's an open-door policy. People come here and we try to help them with the development. We do a lot of leadership development. I have a leadership group that I spend time with, work on their individual development skills. I also fight for them; I don't give up on people. We have some kids here who've made mistakes and who we could have easily dismissed; could of played hardball. "S" is a kid that could have eliminated himself from the team. We worked hard on chiseling out some areas that he needed improvement on. Now, he's flourishing- scoring winning goals. "S" was a kid that I loved. He was very low maintenance on the soccer field. He worked hard. He was wonderful kid. But he didn't care much about his academics and really struggled when it came to one particular course. Failed it several times. A couple of times, he made the great mistake of being dishonest with me about the effort he's putting into the classes. That's a no-no. I remember when he failed it the second time, I was at Disney Showcase in Florida. I summoned him to meet me underneath a tree at Disney. I said "'S', you have two options, son. You know how much I love you and I fought hard but we got to the point of decision time. You either have your release and you go to any school in the country and you have that right now, you'll have that emailed to you right now. Or, you can comeback cause you've lost your scholarship." We tried so many other things. I said, "Look, this isn't what I want. But this is the best thing for you because we've got to the point where things that we've done haven't worked." He says, "I'm coming back." He said, "You're right. I don't deserve the money. I'll take

loans, whatever. I'll come back." The next year he came back. It killed me, I didn't want to do it, but I knew I had to do something to get through to him and I thought this was the last resort. His parents supported him. He came back. He got a B in the class. Didn't miss a single class. We do progress reports several times a year so I kept in touch with his professor through our academic support. Realized he hadn't missed a class. He was on target actually to get an A; was doing great. You could see he was going to graduate. Well, I never gave his money away- I kept it. But I didn't tell him that. When I got the second progress report in mid-November, I brought him in. I said, "'S', I'm going to reinstitute your money, your scholarship."

But that's the kind of service that we'll look to provide. That story filters to other members of the team, etc and it becomes a part of your culture/what you do. We are in-tune with our guys. We sort of know what's going on their lives. We know if they've had someone sick in their family. We know if they've had a fight with their girlfriend. We know if there's a conflict between two players. We know if something is going on. We go to bat for them as soon as we know something's wrong. We go to bat for them. Whether it's getting them help or giving them the right support or whatever it is. We're part of their day-to-day life. Sometimes, you have some really low maintenance players that you really don't have a lot to do with but sometimes you have a lot to do with them. We are very much in-tune. It's like your body, being in-tune. You have a little strain; you have to take care of it. We sort of know how most guys are feeling.

Rob: You spoke about Bob Gansler and how much he meant to you. Think back in general. Who's the most effective coach you've had, or coaches that you've either played for or coached with, and describe some of the qualities?

Coach D: My brush with Alex Ferguson had an impact on me. I spent six weeks training with the first team and the reserves. The aura and the respect that he had from the players were just phenomenal. They called him "Boss." But he had a charm. He'd walk in the room and he would engage in some fun. He knew how to keep the environment relaxed in the locker room but then when it got to the business of practice and work, there was a certain level of an environment that just permeated professionalism. That was a phenomenal Aberdeen team that I was a part of. Alex McLeish, Gordon Strachan, Willie Miller...they had all the young studs in all of Scotland. They beat Real Madrid in the Cup Winners' Cup. This was a great team. I felt that this was the kind of person I liked. 14 years later, my first year as coach at University L, I spent ten days at Manchester United. I didn't tell him I was coming. My cousin, was playing there and Bobby Clarke was over with the Regional team. I went over to do some observing and studying. He had heard that I was in the parking lot. So he came out to greet me and on the day they're playing Liverpool, I spent the entire day with him in the car watching a youth trialist against Trammere Rovers. The next day, the entire day with him. 14 years later, he remembered who I was, not only that but he brought you in and made you feel like a million bucks. In other words, in Alex Ferguson, I saw the way he treated everybody. That you could be a tough coach but you can have fun with your players. He knew the lady who served the tea. He knew the trainers, the janitors. He knew everybody and that was the way that he understood how to make them all feel part of the team. That is something I've done here at University L. I like to call ourselves the Man United of college soccer and I think we

develop relationships on campus with the grounds people, the marketing people, students with various different people, where there's a level of humility that you have to work with in light of no matter who you are. So that's important.

Bob Gansler is the most effective coach and the most knowledgeable soccer person, best teacher I've ever been around.

Rob: What made him the best teacher?

Coach D: Bob was also a high school teacher. His ability to summarize the two, three key points of every particular exercise, of a particular game, of a half time. His ability to say things so succinctly- I've never seen anybody like it. If he was trying to teach some zonal concepts for soccer, he would point to a basketball example and use that and get in the mind of players, so they can see visually exactly what he was talking about. And cross-reference some ideas. He was another guy that you looked at and saw the aura of respect that this person had. Bob was a lot like Alex. When he worked at University A, the secretaries loved him. He was a very humble, respectful, and a beautiful person. Yet, he was tough. That's a couple of my early brushes with people that really made a difference in the way that I wanted to build my own organization.

Rob: Go over a bit of your formal coaching education.

Coach D: When I was at University A, Bob Gansler encouraged me to start doing my coaching licenses. As soon as I finished my senior year, I did my first D license and Bob was my coach. I remember thinking to myself, "Gosh, I wish I would've taken a coaching license before I went to college." Because learning the game or learning the principles of the game in that D course was phenomenal. I quickly went out and did my C, B, A within the next three years. I did my NSCAA Advanced National and that's an interesting story because I was very poor. I remember scrounging up money... For a couple of those courses, I remember paying commuter fees and I slept on the floor of people I knew, in their dorm room, in their hotel room and help them through the courses. I'd drive down to Florida. One time I went with Steve Swanson, the women's coach at Virginia and I didn't have a ride back. We drove to Pittsburgh and I think he was going to the convention. I remember driving his car back and I didn't have the money to pay tolls. I'd take the backroads through Ohio, Indiana, just so I could get back. I did all the coaching courses. I did them all within 2-3 years.

Rob: Shed some light. Were they useful?

Coach D: The coaching courses I took, I was really lucky. At that time, Bob Gansler and Walt Chyzowych were running the US Soccer Federation schools. There was a high priority on coaching education. They had some wonderful instructors that they had at the time- Glen Myernick, Anson Dorrance, Lothar Osiander, Walt Chyzowych, obviously Bob Gansler, Jay Miller. We had a lot of people that were really committed to teaching and coaching and giving some of the young bucks with a good deal of knowledge under their belts, Nick Slatar...most of these people had teaching as a background at some point. So there were some very good teachers...Jimmy Lennox...

Rob: What did you take out of them?

Coach D: I realized how much I didn't know. That's the first thing you realize. You just say, "Wow, I thought I knew the game." There's just so much to this that's more than you think and yet the great coaches know how to simplify all of that knowledge. You realize that over time but I think that's when I started to mature. As that saying goes, "The smarter you get, the dumber you feel" because you realize how much you don't know and how much there is to know. I had a thirst for knowledge and I remember I participated in every single session because I was young and I loved to play. But just by participating, you realize different things and you develop. It was wonderful to develop all the relationships among the staff there but also with the various different people around. Dave Masur and I went through the coaching school together and become good friends since... Elmar Bolowich and myself went to coaching school together and become really good friends. You develop some relationships through those coaching schools that stay with me for life.

Rob: What about some of the informal learning opportunities?

Coach D: Wherever you can borrow, beg, steal. You can go on the internet and pick up ideas. You go to the UEFA training session and you see the Spanish team train. Pick-up ideas. I spent time at Manchester United observing and watching. When the MLS teams came. I'd go to some national team camps. I had the good fortune of being involved with the national team program and I'd go in and coach various youth national teams with various different coaches and picked up ideas over the years. But a lot of it is just having the humility to be open to ideas. I think that's one of things that I've learned along the way. If you can pick up a warm-up exercise, a training session, a different way to teach the back four, a different way to communicate, your mode of attack, you're open to it, look at it. The one thing that always stayed true is to really recognize the importance of the technical part of the game of soccer. I've made that a part of coaching all of my teams, inspiring our players to really do a lot of stuff on their own because there's not enough time in a training session to get across the technical sharpness, even though we do it all the time in a group setting. We've done a really good job of teaching and inspiring them of the importance of the individual preparation time and doing a lot more stuff on their own. That's something that, if you study the great players around the world, if you study the successful people in all professions, the additional investment that they put in pays great dividends. If you walk in our the locker room, you can see the culture, the various different sayings, the things that live and breath in and out of that locker room, but I think are a part of who we are.

Rob: How do you learn best?

Coach D: I am a visual learner. I am an observant learner. I learn like a lot of people, a little bit by trial and error. I've become a better listener and more open to ideas. Coaching is a very humbling process. Our game is a very humbling game. It keeps you very grounded. It keeps your thirst alive, keeps your humility in check. It keeps you pushing to find little increments of how you can get better, in various ways along the way.

Rob: When do you feel you're at your best?

Coach D: When I have the time to prepare and when I'm more relaxed is when I'm at my

best. I'm more relaxed than ever now because we've had some successes. I'm more confident, more experiences to draw back from. Every year that I coach, I am a better coach and the players are getting a better service. Part of it is because I'm still open to ideas of learning and developing.

Rob: Do you have a network of people that you rely on?

Coach D: There is another guy who I haven't mentioned yet, Rob Kehoe. Rob's worked with me for over 25 years. He's my personal coach. He's a guy that works hard on everything. But he also helps me. He's sort of my conscience and my advisor and he's worked with my teams. But it's also just a very good way for my own personal checks and balances and to remind me of who I am and what I stand for. He's always a person that will listen, if I am dealing with a situation. Is my approach the right way or is there another way? My brother is an unbelievable guy. He's in the human performance business. He's owned companies, but he does consulting work in organizations, team dynamics, and chemistry of organizations. He has some tools that we've used with our players to measure our team chemistry, our team culture, the strength of our relationships, strength of information flow within our team. There's a tool that he uses, that we use with our team. We're always trying to find ways that we can either measure or understand, to make sure that what we're doing is working and if it's not, to find ways to fix it.

Rob: You've used Rob, you've used your brother, as resources. Do you do any self-reflection? What type of self-reflection do you do?

Coach D: I do it all the time. You do it with the players. You get information. I'm a coach with a conscience. I'm constantly, whether it's dealing with playing time or trying to figure out what areas I need to get better at. You always have postmortem after games, after the season, when you figure out what I should of done better. What went wrong? What went right? What are the things we can do? Sometimes we sit in meetings with players and coaches. Sometimes a group of friends who come to games and sometimes I'll call them to see what they're seeing, compared to what they saw the year before; what's different? It's constant information gathering to measure where you're at and what's going on. I always find time. I try to go on three family vacations every year, to try and decompress. It's something that we decided was very important.

Rob: Are you disciplined with that?

Coach D: We go and we make a point of it. I go with just my wife a couple of times. I find time with my kids. I need to recharge my batteries, but I need to get away. Sometimes, I'll read books to relax and do things and come back recharged. I think that's important. The better place I'm at mentally, the better place my team is at. I need to make sure I have the time to go away. It's amazing how excited the guys get when they know I'm going away on vacation. For example, sometimes in the spring, I used to not do this before but both my kids' spring breaks don't match up with our school's spring break. So I'll bring the team together and I'll tell the guys, "I'm going to be gone for a week because it's my kids spring break." Then we go to Aruba for a week. They're excited because I'm not there, but they're excited because they genuinely appreciate my commitment to my family is first. Secondly, they know that I need that. I tell them that.

I tell them, “This is something that I hope everyone of you find three weeks a year, minimally, to get away with your family.” This is really important. They come to my house a couple of times a year. They get to see me at home with my wife and my kids. That’s important. You can’t preach family with your team. You can’t preach strength of relationships if you’re not doing it with your own.

Rob: Is it safe to say, you like to model?

Coach D: Absolutely. It’s crucial. I think that’s a massive responsibility. I consider myself a very important role model for them. And I do it for my assistant coaches. I’ve always had great relationships with all my assistant coaches. Then they do that little extra for you. The assistant coaches do that little bit extra for you. The players do a little bit extra for you. You care about all of those things. You care about your own modeling. My assistant coaches and I, we are always working out with our guys, in the weight room. Because they need to see that I’m almost 50 and I’m in pretty good shape. They need to see that. I can’t say, “I want you to be an athlete for life and it’s important to take care of your body” and then I’m not taking care of my body. Those are things that are really important. The model is huge.

Rob: Based on all the stuff you’ve said so far, do you consider coaching an art or a science?

Coach D: It’s a combination of both. Just like the game of soccer is a combination of art and science. People want to make it always a zero sum game, but it’s not. Depending on which way your core values as a coach take you, it might be a little more science for some, it might be a little more art for others. It is definitely a combination of both. It’s the same with coaching. The idea of teaching is very scientific. The idea of leading is very much an art- moving and inspiring people and all the different tools that you have use to paint pictures and inspire different people. That is very much an art. It’s a marriage of both.

Rob: Talk about leading people and inspiring people. What do you think is the ideal motivational environment and what’s your responsibility in creating or influencing that?

Coach D: I always use the word “culture.” What you want to do is create a culture that people want to be a part of. In other words, I want a team of players that can’t wait to come to practice. They look forward to coming to practice. They look forward to seeing you. They look forward to the games. They’re not looking at it as a job as something that they have to do. It’s something that they want to do. Something that they love to do. I want to make sure to keep that sort of love always around, always at the forefront. I love my job. I can’t wait to work everyday. My assistants can’t wait to see me. The players, I think they feel the same way. I think when they came back for spring the other day, I think they were really genuinely excited to be back. I couldn’t wait to see them either. There’s a culture that you have to create like that. If it’s not like that then you can have short-term success, you can get a magic group of guys and it goes great, but you don’t have it consistently. One of the things I’m most proud of is in the last ten years, we are the only program in the country that’s been to the Sweet 16 or better. We’ve been to five final fours, couple national titles. But even beyond that, the idea that we’ve been playing

the third round of better ten years in a row, no one has done that. That's the part that's the bigger deal than even winning one or two national championships. When I came to University L, I set to build an elite program- where every year we would be contending. You lose three guys to the pros this year, five guys or whatever- we are still going to be really good next year. I feel like we'll be a contender next year.

Rob: Based on your comments about culture, if you were to leave here tomorrow and go to another university program or take a professional opportunity, what would be your approach entering a new environment?

Coach D: I would set the standards extremely high. I would surround myself with the best assistants I could. Then I would work very hard at taking the players that are part of the culture, that can embrace all the values that I believe in and are willing to, not only embrace the values but also be prepared to do the work to build a culture knowing that they may not be the initial beneficiaries but they're part of something bigger than themselves and that at some point we're going to build the best program in the country.

Rob: How do you get through to players who you've identified as very talented but maybe they don't embrace things the way you want them to embrace them? How do you deal with those guys?

Coach D: You talk and educate. You give examples and you talk about the potential rewards that they're going to get by embracing the things. You have to make it very personal. This isn't so we can win a national championship. This is so you can get more playing time, so you can eventually be a better husband, so you can be a better friend, a better player. You have to make it so this is about you. It's very much individualized.

Rob: Going through the season, do you have a set curriculum that you follow?

Coach D: I don't. This maybe goes back to where I believe that it's both art and science, in terms of the idea of coaching. The assistants keep tabs on what we've done in practice. I don't keep that. I always start fresh. I always start with new ideas and we sit and talk about different things. I don't think that coaching or soccer comes from a manual that either you create or that you've done before. You use the ideas you've done before and tweak them, improve them. You use the same things in some different ways. I sometimes frustrate my assistants because I am a feel and touch coach. I am not a very rudimentary, 'draw a practice plan' and stick with it. I am a proactive and reactive guy- I know what I want it to look like. I know exactly how we are going to get there. But I'm also not afraid to scrap it and to do something different or to adjust it on the fly. I'm not afraid to take a practice plan and say, "We'll skip this, we're not going to do this, we'll tweak this," because you walk in the locker room and you see and feel the players and know this isn't the right thing. So I'm very much open to the idea of feel and touch. I'm also a guy that listens to our players. Sometimes, we'll have something planned and the players will say, "Just so you know..." TC will say, "Coach, our legs are killing us." Whether it was, we did a little weights or whatever, or the game was really hard...we have five or six guys who are really beat up. So, we'll quickly scrap that and we'll split up the group and do something else and then we have to manage how we communicate that the players. We involve our players. We involve our players sometimes in practice

planning, in idea planning, in the spring stuff.

Rob: I was going to ask you about the player's perspective, but you've just addressed that.

Coach D: Yes, very much.

Rob: How you balance a performance environment with a learning environment? A learning environment is when you stress "how to get better." A performance environment is ultimately at the professional level. It's about results. If you don't get the results, you're out.

Coach D: It's a good question. I learned a long time ago that if you concentrate too much on the end product, you're in trouble. You have to really focus on the process and the details that go along the way and that winning is a byproduct of the learning environment or whether you call it the details. Rob Kehoe uses a good saying. He says, "understanding parts of the outcome but absorbing yourself in the substance of the process..." We understand every year that our goals are simple. We don't have to write them down. We want to be conference champions, national champions every year. It's not like we want to be .500. That is understood. Now we have to absorb ourselves in the substance of the process of getting incrementally better in all the areas that we can. Making sure that we find the best ways to use the complimentary sets of skills that we have as we build the team. At the same time, being attentive to the whole process. Our biggest challenge here at our school is probably all of our second-team, might be a Top 25 team. We use that as a positive with our players. In other words, we practice more than we play. The fact that the players can get better in training sessions throughout the course of the year is a positive that we sell to them, rather than the negative, in the recruiting process. That becomes part of motivation for them, back to individualizing it, getting better and pushing to make it very motivational. We find ways to sell something that could be perceived as a big negative to players. "Look who you're playing against every single day." If you can make it here, you can make it anywhere.

As you know, and I'm sure as you've got older and studied this more, you realize the complexity of coaching and yet the simplicity of the approach sort of coming together. There's so many moving pieces in the whole coaching/building teams; so many different dynamics, so many things that you have to worry about: individual stuff with kids whether it's their academics or their personal life or their social life... In our school, they are dropping sports, right now. So the morale here is really poor. The players have girlfriends on sports that are going to be dropped. How do you deal with the whole morale of that stuff? You talk about it and you explain because sometimes kids have questions and you try to explain that stuff to them. We have a leadership group that we meet with every Friday. We do leadership development. We have an emerging guy that's part of that group we would bring along. We do leadership of the whole group when Rob Kehoe comes in and works with them. We have all kinds of little handouts that we do all the time. Right now, we are going to be working with kids, having them fill out goals for the spring. It's also good information gathering for us.

Rob: How do you identify an outstanding coach?

Coach D: I always start with their heart. To me you always start with their heart and what the core is all about. What's their core values? Because if a person doesn't have the right intentions, they won't succeed. In other words, coaching is a very humbling profession and it's a service profession. If a coach doesn't have that selflessness and that approach, they will not succeed- no matter how brilliant they might be in all areas. Even a guy like Mourinho who everyone chastises for being arrogant. The players love him. He spends an enormous amount of time fighting for his players. I would say start with the heart because of the compassion necessary to be a coach, to care. There's a saying I always say, "Young people don't care much you know until they know how much you care." That's the basis of coaching. Having the right heart and core values and the compassion and nurturing ability. Now, some people will say, "That applies to college; that doesn't apply to the pros." That's a bunch of baloney. Bruce Arena is probably one of the greatest coaches in the history of American soccer. Players love Bruce. Everywhere he's been. He's a controlling guy but he does what he wants and he provides great service to his players. Bruce has a good heart. I think it starts with that. Constant thirst for self-development is very important. Because that also shows the people you're serving that you're open and that you're doing that so that you can help them. I walk into the locker room a lot of times and just had happened to read this book and I've got some ideas. Or, I just came back from this training session and I borrowed this idea. I saw Barcelona do this- let's try this. And they look and say, "Oh yeah, that's kind of cool."

Rob: Even the top players want to be coached because they want to get better.

Coach D: Yes. There's no question. They want to be coached the most because... some of your best students spent more time in the study hall than your worst students because 4.0s are important to them. We have a good saying in our locker room from Alex Ferguson. It talks about how the great players in the world don't stop their training when it's done with the team. There's so many limitations on how much you can do for an individual player in a group setting. Therefore, all the great players stay after practice or come in on weekends and they spend time refining their technical and physical qualities. That's a part of who we are. We actually have to kick our players off the field after 45 minutes to an hour after because they're all staying because that's how motivated they are. To develop that, that's been pretty darn special. They stay here through the summer and through the winter. You create a healthy, competitive environment within your team. We've had a couple of players tell us that our pickup games are harder than national team training. We use that. We use the limitations we have in college as part of their growth and development. So, we'll talk with our guys because they've never done this before and say "Look, this is part of the responsibility of you being professional." You're going to have to go and find ways to improve yourself because you're not always going to have a coach that's going to stick around with you. Having the ability to train when nobody's watching. Having the ability to get a bag of balls and work on your free kicks.

We use good examples. "M" went from being a good player to great a player between his sophomore and junior year. It was the first time in his life that he ever did this. I sat with "M" and I challenged him. I said, "You're wasting your time. When you go workout, M, how long do you run for? When you run..." He wants to work on his endurance. He wants to be a box-to-box midfielder, but he would die late in games. He said, "I'd run six

or eight minutes.” I said, “You have to be joking.” Then I said, “You need to stay here this summer and you need to get out here and you need to work with our strength coach. You should be the best midfielder in the country, but you’re not right now.” Then, he bought into it. He’d run with the football receivers. He’d do what ever. He just crushed it his junior year. He became #1 pick in the draft. JH, OG, and all these other guys to use as examples. Like, JS, this summer. JS was a tease of a player. Last year he was arguably one of the best players in the country. And he did that this summer. So you use good examples for motivation. You say, “Look, this guy did...” Then they say, “Okay, I’ll do it.” I was talking to JS and I said, “Do you want to play PDL?” He said, “No. I’m doing the same thing I did this summer except I’m going to work harder.” Those are the things you try to do.

Rob: Is there anything you want to add?

Coach D: I tell our players and assistant coaches and I call them the “three look forwards to.” If you divide the day into a 24-hour day, the number one thing is to find out what your passion is. Look forward to going to work. Find something that you can’t wait to get out of bed for, that just pulls you, that you really want to do whether it’s in a medicine or sports or whatever it is. Find a job you love. For me, I’ve always loved soccer. I always wanted to find something to be involved in soccer. I didn’t know I was always going to be a coach; I thought I might be in administration, but it was coaching. The second one, even more than the first one, but it comes a little bit later is look forward to going home. Really, really work hard on your personal, family life. In other words, it’s more important to be a good husband than a good coach, a good father than a good coach, a good brother, a good son, than a good coach. So, look forward to going home. Make sure that you work hard on that part too. The last one is to look forward to tomorrow- whatever that may bring. Look forward to the challenge of tomorrow. You’re going to have good days, bad days. But it’s about the attitude and having optimistic, maybe an idealistic, approach to life knowing that we have a limited time here and you have to make the most of it. I have the attitude sign up there. I’ve got all kinds of motivational signs all over the place. Those “three look forwards to” are important. I talk to our players about it; I talk to our coaches. Whenever I speak at a different place, I always summarize it into that capacity. You have bad losses, different things going on. But once it’s done, it’s dusted. How can you learn? How can you move on? I’ve got a great family life and I work hard at that.

We have a lot of challenges at this school. But the fact that we’ve been able to do some things at this school. People think we have this massive budget. No. We just don’t let money get in the way. We find a way. To me, the word “no” is only a temporary answer at a point in time under a certain set of conditions that you have asked, or tried to do something. Therefore, if it means that you have to find a different path, if you have to knock a little harder at the door, if you find another way to get something done because you believe it is the right thing to do, then you have to continue to do it. When we built this track, I thought at 13 different times, I was told “no.” But I knew what I wanted and we got it done. I fought hard for the TV package; that was a two-year process. I’ve had so many “no’s” but I knew it was the right thing to do. I was not going to accept a “no.” On the eve of the 2005 season, at a pre-season tournament in Akron two weeks before the

opening game, we're still finalizing. I'm calling coaches, "Are you buying in?" So, we got that done. When I decided to get Rob Kehoe's position... I remember going to the coaches. Now imagine this, this was one of my big victories. Imagine being the President of the United States and saying, "I'm going to triple your taxes. But you're going to get the best service possible and you're going to love it." It would kill them, probably. We tripled the fees that college coaches paid. At that point, they were only getting about 75% payment rate anyway. Not all the schools were even paying the fees. Right now, we're at a 99% payment rate and we tripled their taxes because they're getting the service. People are fighting, but they're good fights. So people will pay for a good product. Our attendance increased as we kept raising prices because people will pay for a good product.

Rob: We've had a very soccer-specific discussion today. Do you steal, borrow, and use from different sports?

Coach D: Oh yeah, absolutely. John Wooden is one of my mentors from afar. I've read every NFL Super Bowl coach who's written a book. I've read every basketball coach, a couple of *Krzyzewski* books, Dean Smith. I read a lot of business books. I do a lot of speaking. I speak on campus all the time to business classes, leadership group classes. I speak to companies. They also challenge me a little bit where I can share the message of what we've done. But, I'm always trying to get better. Gary Williams was a friend of mine. I borrow ideas from him, talk about different things. Coaches here, too. The science and art of coaching goes beyond the 90 minutes you're on the field. That's dealing with people. To me, no matter what organization you're part of; everything starts and ends with people. No matter the technology that you have and the tools that you use, at some level, it starts and ends with the integrity and the performance of people. That's why you're investing in the personal development of people is very, very important. Selecting and recruiting is very important.

I was almost done in three and a half years at University A. The spring of my senior year- there was no outdoor pro league to play in yet- I took a six-credit, independent study course with an advisor at University A. The course was named the Psychological and Sociological Aspects of Coaching Collegiate Athletes. This was not a cake class. This was a hard class. I think I wrote at least two papers a week for 15 weeks. I probably had to read close to ten books and do some interviews- kind of like this. So I studied people back then. And the person I was lucky enough to study with had just come from UCLA and had an affiliation with John Wooden. It was a woman professor; she was outstanding. Really challenged me. I remember studying John Wooden and Forrest Gregg, the Green Bay Packers coach at the time, who was not a good coach. I always had an idea about where I was going to go. So I took that as professional development. Imagine a college kid in the spring of their senior year knowing that this was potentially what they want to do when there was very few college coaching jobs. It was not a growth industry. When I finished my MBA, the vice president of human resources, a guy by the name of James Armstrong who was one of my professors in my MBA program, who was offering me a job to work for them. I also had a job offer from Anderson Consulting. I went and had breakfast with him because I also had a job offer to be an assistant soccer coach with Bob Gansler for \$2700 a year- it was part-time. So, I

had \$60,000 on the table to take one of these jobs in the consulting area. I had breakfast with him and he said to me, "When you go to bed, what do you think about?" I said, "Soccer, soccer, soccer, and soccer." He said, "Well, the decision's easy. The money will come. Do what you love." That was it. The money has come.

<END OF INTERVIEW>

APPENDIX E: COACH E TRANSCRIBED INTERVIEW

<BEGINNING OF INTERVIEW>

Rob: Tell me a little bit about your career path and what drew you into coaching.

Coach E: I'll start from the standpoint of how I got interested into soccer. Because, obviously I got hooked in a decade when soccer wasn't the most popular thing. When I was young, I was born in 1954- I am 58 years old. I grew up in an upstate town called Rochester, New York where we had a lot of ethnic groups that had soccer clubs. We also had a professional team in town which was the Rochester Lancers which was in the North American Soccer League. And so growing up, being a smaller guy, never was involved in Pop Warner football and so I played soccer. I was fortunate that there was enough soccer in these little pockets and also in the town I lived in, that got me excited about the sport for having being a little guy. I was also fortunate that I was able to watch a professional team play, growing up. So, I had some model examples of guys who played professional in my town who were small guys like me. So I got hooked when I was 10, 11, 12 years-old and again in a decade when there was no ODP, no youth clubs like we know them now. The only thing we had was *Soccer Made in Germany* by Toby Charles narrating on it on Sundays.

There wasn't a whole lot of what we have now but I got hooked and so I was pretty good at it. Obviously, I played through my secondary school days. At that time, I wasn't academically ready to go to a good four-year school and back then financially it behooved us to go the junior college route. So I played two years of soccer in Community College M which at that time was one of the top community colleges in the country for soccer. I was successful at that level and then got recruited by University C. Played at University C two years where I was successful, and was an All-American. Then obviously, I was on the radar for some North American League teams, one of which was my hometown team Rochester who drafted me as a senior in college. And I was fortunate to play a couple years in Rochester in '76 and '77 and then realized that the outdoor game wasn't... It was difficult for Americans to break into a lineup back then, to be very honest. If you were an American, you were either a goalkeeper, right back or left back and I was a forward/midfielder so I didn't have a lot of opportunities to really play. But I ended up playing six years of indoor soccer from 1978-82 and then in '82 I decided to retire from playing but during that time I had done some coaching. I had done some coaching at high school levels where I volunteered, not so much at club levels because we didn't have a lot clubs team back then. But I got a little taste of it and then when I decided to finish playing in '82, my Alma mater called and the coach, at the time, had asked me if I would be interested in joining his staff and being the head coach of the JV team. They had a JV team, at the time, so I would become the head coach of the JV, helping with the varsity team. I knew really in my heart of hearts that I was going to stay in the game at some capacity. My major in college was counseling and I like psychology and that sort of thing and I just knew dealing with people and if I could incorporate with the sport, it would be great. So I had an opportunity to get into the coaching field right

after I finished playing in '82 and I joined his staff and did that for two seasons. That's when I, at the coaching convention, met AB and AB at the time was at University V. AB did not have a full time position until '84. So in 1984, when that full time position opened up, we spoke and he must have liked what he heard, we had a good starting point even though contrary to what everyone thinks, we never played together at university because he's older than me. We didn't even know each other that well even though he'd be in for an Alumni game or whatever. But we hit it off and in 1984 he hired me. So, that was the start of my collegiate experience of coaching. So I was his first full time assistant in 1984 and through the Fall '88- so 1984-1988 at University V, as his assistant.

Then, I was given the opportunity to be the head coach at University C which was in 1989. So I took that position and I was head coach at University C from 1989-1997. And then in '97, AB had called because he had taken the job at Major League Soccer Team D. And there was an opportunity for me to help at that level and I took a leap of faith at that point because I felt I had a great experience in college and I brought the school to a point where we were now in conversations as far as the national level. We weren't going to win the National Championship but we making the NCAA's. We won the conference in 1995, I think it was. So I felt this was an opportunity too good to pass up, so I joined him in Major League Soccer Team D. I was there from '98 and '99 and then he was appointed to the national team coach and he brought me on his staff which lead us through the World Cup- again, as a full time assistant. Then, I was hired as the head coach of a Major League Soccer Team C. I took that program from 200X to the summer of 200X where I relieved of my duties in June 200X. Then, spent a little time with US Soccer with their scouting program in their new Academy system that you are probably well aware of. And then again an opportunity came here in August 200X to join another MLS team. From 1982 to current running, I have been involved in varies levels of coaching and that is a thumbnail sketch of that.

Rob: Do you have a favorite level?

Coach E: People ask me cause I lived a lot of places and they always go, "Where was your favorite place you lived?" My answer is kind of the same as your question. Wherever I am, at the moment, that's kind of where my head is at. Living in city A, I love it. Coaching this team now, I love it. But the experiences I had at the collegiate level, for those certain reasons, I really loved. I loved the energy of a campus, the youthful energy of the student-athlete. You know this because you are at Penn, but when I was at University C you are dealing with a different kind of student-athlete than you would at University H or University O. I really enjoyed that level. It also brought on frustration from a pure soccer standpoint. But as far as my experience and my enjoyment, there were parts of the collegiate level that I really, really enjoyed.

Rob: Not so much recent history where you established yourself as a coach but thinking back to when your college head coach first invited you to be an assistant on his staff and then when AB first invited you to be an assistant on his staff at University V. Those two instances when you were very young in your coaching career, why do you think they were interested in you? Did they see certain things?

Coach E: You mean the coaches?

Rob: Yeah, what did they see you in?

Coach E: I think, whether I put this first, second or third, I will give you a few bullet points. I think, having played at a high level and again, in my world being a professional, I'll use the word high level-I wasn't a National team player and I wasn't even a full time pro. But I was a pro and I played at that level. Just coming out of that environment, I think they felt I could, I would, have instant respect from and I'll speak to both RJ at University C and AB at University V, at that time. I think there would be instant respect built in, for this guy has played at a good level-the highest level our country has- and he 's just finished playing so he can relate to the players. He's young enough and it wouldn't take him long to earn respect because he has done it in the trenches. For the University C experience, I think having gone there and been a graduate of the school was a benefit in the mind of RJ, too. Because he understood that I would understand what a student-athlete really means at University C and the difficulties and challenges. I think that was something that was attractive to RJ.

People that know me would say I am personable. I can talk to people and I can relate to people whether they are the best player or the worst player or JV player or varsity player- I treat them all the same. I think I am a guy, once we established a relationship there a lot of trust built where a guy can really tell me certain things. As an assistant coach, you are the guy that the players will come to first. It's easier to come to you. I think RJ, and I would say AB too, knew that my strengths in that buffer zone as an assistant would be pretty strong. The things I described to you in RJ's thinking would be the similar to AB: my playing background, I'm young enough, I've succeeded at different levels as a player and my personality, is what I'd like to think they thought where all good qualities.

Rob: Going back to your playing experience, how do you think you're playing experience has influenced your coaching?

Coach E: I think it gives me a greater perspective on what it takes as far as the physical component and the mental aspect of it, the off-the-field professionalism that you need. It gives me a real sense of a greater perspective of the demands that the players go through-the ups and the downs. When I was in Rochester, I didn't play a whole lot. Being a substitute, I kind of knew what that felt like. When you're dealing with teams, the players that don't play. It gave me a better sense of what the players go through both on the field and off.

Rob: What about when you are doing a session do you heavily consider the players perspective? Do you consider things through their eyes?

Coach E: When I'm doing a session?

Rob: Yeah, when you are planning a session or even during halftime when you are going to address the team. Maybe it wasn't the best performance in the first half. How often do you use/consider the players' perspective?

Coach E: Getting to the first part of your question, even though I am not a young guy anymore, when I put my boots on for training, even today, we had training today. Before training we are juggling and we are having a little competition. I am always kind of maybe because I was a player. I always have that in my head when I am doing a planning session. If I was a player today, would I want to...? Would this be a good session? Would I enjoy this session? Would I get something out of this session? Would I feel challenged in this session? So I do think that way. I try to put my head in the player's perspective as well when I am planning a session. That, I guess, will always be part of it and I guess I will always defer to that.

As far as addressing the team, you build in certain sensitivity from year to year, team to team and players to players because ultimately you want to know how they are going to respond. What they are going to hear and the delivery you need to make. I differ from AB. I have my own way of doing it and every coach has their own way of doing it and there is no blueprint on it. If I am at a halftime, there are certain things that I would think of if I were the player coming in off the half where we just gave up a goal at the 44th minute or we just took a lead or whatever. I will default to the thinking of 'Oh Jeez' what would I want to hear. So a lot of time, I defer to that.

Rob: When you played, what was your conception of coaching?

Coach E: I had the benefit in Junior College and then at University C and then my professional experience, I had three totally opposite people. In Junior College, I had a guy that didn't know much about the game, to be very honest. Tactically, he was not up to speed but he was an incredible human being. He was very humanistic and you just wanted to play for this guy. He was just a great guy. Soccer part not so great, but it didn't matter. At University C, I played for a guy that was the complete opposite. He was not great with people. He didn't have a good bedside manner but he was a brilliant guy and he was tactically way ahead of his time. What we got out of him was not from an emotional standpoint, it was purely the x's and o's and the tactical side of the game and thinking as a player. Then when I went to the professional level, I played for a guy named P who was rough. He was a guy that didn't trust anybody, that treated the Americans not very well. This was a guy, I would say to myself if I just couldn't imagine, if I were coaching, I could be like this. But that was all good because in my mind, I had the broad spectrum of the humanistic vs. the tactician vs. the dictator. I am kind of off tangent as to what your original question was. I think it was regarding...

Rob: What was your conception about coaching when you played?

Coach E: I got different levels of it, in those experiences. When I first started out, my conception of coaching was managing people, managing a group and how you get the most out of that group. As you learn when you get in it, there is so much involved at

different levels. At the collegiate level, you are dealing with a student-athlete that is not necessary aspiring to be a pro. But, how do you get the most out of them and balancing their schedule and so forth. Fundamentally speaking, my conception was leading a group, managing a group, and sort of developing a culture of learning.

Rob: You kind of addressed it a little, but I want to be specific. You spoke very fondly about your JC coach, how he was a very humanistic person and your coach at University C was effective because he was an excellent tactician. Tell me the most effective coach you've had and either played for or coached with and talk about some of their qualities.

Coach E: As I told you earlier, I had a little taste of the three different styles. The guy who I would say that influenced me or touched the nerve in my world of coaching really was Manny *Schellscheidt*. Manfred, you may have met Manfred, you may know him. I was exposed to Manfred during my years at University C, even before University C when I was finishing up with AB when Manfred was involved with the Regional program. He was kind of the guy that was our mentor in those days. The thing with Manfred that was so special is that he would see the game in a way and describe it and analyze it and have discussions about it in a way that was so different than any coach that I had ever had. I'll tell you the example he used to use and I will steal it from him –we've all seen in art stores those paintings where when you look at it straight on it might be one thing, but when you go to the right a little and look at it a little bit different you see a cat and we use to say that all the time, "Do you see the Cat" when we were watching games. The way Manfred would describe it is we would sit there and watch games but there were different levels and layers to what you were really watching, and how you analyze and watch. Manfred was a guy that brought that out of you. He would find things that you wouldn't find and he would talk about plays that you would not have necessarily noticed. He had a certain way about him that he could verbalize it eloquently and be to the point and succinct and our philosophies meshed. The moments you could have with Manfred during those summers were just precious moments. So, if there was one guy that challenged me to see the game differently, it was Manfred.

Rob: Can you tell me a little about your formal and informal coaching education and training?

Coach E: My formal, I went through the US Soccer licensing program. Early on, I was able to skip the lower levels and went for my B when I was at University V. Shortly thereafter, I took my A license. So I got the B and the A license within a few years in the 80's. Then, a variety of different things but nothing that was formal like another licensing. I didn't do the UEFA Pro or anything like that. You want to know about my informal?

Rob: Yeah.

Coach E: As far as informal education?

Rob: Yeah. How do you get better?

Coach E: My learning, as a coach, took place on the job. You get better in the trenches, you get better on the field, you get better when you have a team. So I learned a lot by watching, watching pro level games when I was younger. I remember the days even before I was into coaching when I wanted to be a player, I watched the Lancers. They had a guy Metidieri, who was my size, who could dribble. I would come home and I would dribble through the bushes and through little hedges to challenge myself. It was always a matter of watching and that is the same when I was coaching. I would watch games and in my own mind analyze things. When I took my teams, you learn on the job. You learn what works, what doesn't work, you learn about people, you learn how to manage, you fail, you come back and try it again- maybe tweak it. There is no replacing the practical experience of being on the field when you are in charge.

Rob: It is safe to say that the informal things: the on the job, the experiential, observation. Was that more effective for you than the formal stuff or do they both...is there a synergy between them both?

Coach E: I would say for me it was more effective and that is not to belittle the formal because I think there is value in the formal piece to it. But I remember the days during my B license and A license where the real learning for me was not so much on the field during those sessions, it was in the evenings at the bar with all those guys I was taking the course with. Having great conversations about the game and about what we did today and how we would do it if we were managing. So the conversations were as effective or maybe more so than the formal piece to it was.

Rob: How do you think you learn best? You spoke about observing others and communicating. What is the most effective way for you to learn?

Coach E: For me as a coach?

Rob: Yeah.

Coach E: Again, for me it was still a little bit of a blend of conversations but the practice application. For me, when I became a head coach at University C, I wasn't given a manual on how to do it. I had drawn upon experiences that I had as an assistant with my programs prior. And, I tried to implement those things once I got there and sort of try to define myself in my own way. The practical experience of putting together a practice plan, getting out on the field, realizing that things change quickly and just being on the job.

Rob: In the moment?

Coach E: In the moment, that's right.

Rob: When do you feel your best as a coach?

Coach E: When do I feel I am best? I think my best qualities, is that a way I can say it?

Rob: Under what circumstances do you feel you are coaching at your best? Or, when you walk off the training field, you know you had a great session. Are there certain circumstances or parameters...?

Coach E: I feel I have had a good day coaching when that morning, I sort of realize where my group is at, on that particular day- prior to training. Now, I have already pieced together what the week looks like or what I think the week should look like. But, I have in my mind what I think would be a good flowing training session that would bring the players from the warm up to the finish where it would be a good progressive, upbeat session that would flow from one to the other, where there was not a lot of down time, a bit of learning and a good way to challenge them from point A to wherever the end of training would be, point L. When I walk off the field knowing that it was thought out well, it was organized, it had good tempo and I think the players were challenged. You know when you've had a good one and you also know when you've had a stinker.

Rob: Do you use any self reflection?

Coach E: All the time.

Rob: Formally, informally how do you use it? Do you keep a journal, do you take detailed notes? Or is it more informal?

Coach E: It's more informal. I have done it a few different ways over the years, to be honest. I mean my first year in Major League Soccer Team C, I did keep a journal. I kept a daily log, hand written daily log of what my sessions were, what my meetings with players- what those went like, some of the sessions that I liked and some exercises I did. Now, I don't do that quite as much. I keep all the training sessions that are written out. With AB, we type it up. But I keep it all in a folder and draw on some of that.

Rob: Based on your last response do you consider coaching an art or a science?

Coach E: For me, I believe now and I have always believed, it's more of an art than a science when you're dealing with people and dealing with human beings. More and more in the modern game, science can play a role- and I am talking about as a coach- in your planning. In fact, I am going through this week. We have taken on a new program with heart rate monitors and trying to gauge the training load of all of our players- we have this formula and these numbers that spit it out. I am a little bit of an old school guy because I have always drawn on my feel for things, as a coach. I can feel when the team is tired or when individuals are hitting the wall. I have a sense when we can ramp it up. For me, that's more of an art form of having a feel for it as opposed to looking at a sheet of paper and seeing that a guy's heart rate is X, Y, or Z, and saying we're going to back him off tomorrow. I see the value in it but my philosophical upbringing and the way I see the game is much more from the artistic side than the scientific side.

Rob: Were you always of this option? Or has it changed through experience?

Coach E: It's always been kind of been my opinion, the way I way I've dealt with the game of soccer. Because part of it was my own philosophy. A lot of it was reinforced during the years when I was with guys like *Manny Schellscheidt*, Bob Bradley and our group of guys that felt that real learning would take place from the game itself as opposed to a lot of X, Y drill work that was somewhat artificially put together for the purposes of learning. I think it's a philosophy that I have always had that you learn by doing, you learn by playing, you draw on experiences and a lot of that had to do with the fact that I did play and I tried to push myself at the highest level possible. My learning came from the game. So, that translated more when I became a coach and went to the other side. Learning has to come from the game but again that is my philosophy and that is kind of the way I have always seen it. So to answer your question yeah, that is the way I have always approached the game as a coach.

Rob: Does your coaching/teaching style differ with the Major League Soccer Team A compared to when you're with University C? Because obviously, it's a different context: professional vs. college kids. But do you still have that same philosophy of 'the game is the teacher?' Do you approach it differently?

Coach E: No, not a lot. Certainly, there are differences from a pure ability wise, no question. From a technical standpoint, there is a difference between the professional player and the collegiate player. But as far as putting together a training session and as far as seeing the game and teaching the game, there may be more emphasis at the collegiate level from a fundamental standpoint. But as far as dealing with people and managing people, the standard kind of answer when you are dealing with professionals is maybe 80% of it is managing people as opposed to real teaching. But, you'd be surprised how much teaching really does go on at our level. I still think from a philosophical baseline, it doesn't change. On a certain scale, that may tip a certain way at the pro level that wouldn't tip at the collegiate level. But from a philosophical baseline, it's still dealing with people, managing people, getting the most out of people. The x's and o's, that doesn't change a while lot.

Rob: So we are talking about people, what are your thoughts on relationship building?

Coach E: My thoughts are that I've been a part of teams with coaches that have had zero communication and zero relationship feel. And I have been on teams, successful teams, that have had it the opposite way. I think it is crucial to get to know your players on every level that you can, and I am speaking now as a coach- that's your question. Relationship building as an assistant coach, when I was an assistant, it was a lot easier in many ways to formulate deeper relationships with players on an individual basis because you were the go between. One of my strengths, those years as an assistant coach, was I could draw out a lot of things from players that they wouldn't necessary want to share with the head coach or other people. That was a strength I had. It made me realize that when players can relate on a humanistic level with their coaches, you are going to get a lot out of that player when it comes to the playing portion. I think it's still valuable today whether you

are the head coach or an assistant coach to be able to get to know the person allows that person to feel a little more comfortable when they are called upon to be players and have to perform. So I think relationship building is crucial not only just for success but for your whole coaching experience to get to know...One of the most satisfying things that I would say and I think a lot of coaches would say is seeing these players years after they have finished playing and still having that relationship. I think a real special part of coaching is all about.

Rob: What about for guys who you have identified as a talented player and they are an impact player within your team but you haven't been able to develop a good relationship with them. They are not reaching their potential, and you don't have a great relationship with them. Do you have any stories that address that? How do you approach a situation like that?

Coach E: I am trying to think of some examples of that.

Rob: I did a trial interview with FR and he felt that some of his best players at University Q have been the most talented guys but from a relationship standpoint they have been some of the most challenging relationships for him to develop, foster, and grow. Do you have any similar stories to that?

Coach E: As a starting point to answer, it's impossible, certainly as a head coach, it's impossible to have the same level of a relationship with every player. That's pretty obvious when you are managing 25 players. Most recently, I can say our defender CD is a guy that I would say, I personally have had a hard time developing a relationship with. I couldn't even tell you why. It's just one of those odd, quirky things with him personally. I like him and he likes me. You can just tell when things aren't quite on the same page. So my approach to a guy like CD and in the past I can think of some more, but this is more fresh. I think one of my strengths as a coach is I have a good sense of that particular situation. Some coaches would push and push to try to get something out of something that they are not going to get. I think I have the right kind of feel for knowing how I could try to continue to break through and develop a relationship or maybe you get to the point where you just need to back off a little bit. I think what I would say to encapsulate the whole thing is you're just not going to have the same relationships. They are just not always going to be perfect and it's not always going to be easy. You try and do the best you can to connect with each and every player and some you are going to have a deeper connection with than others. I can't say all of our best players are like that. Even with a guy like BD who I coach now, I think I have developed a good relationship with where he can trust me and I don't revere him. I treat him like everybody else. There are going to be those players who you can reach, some that you can't and you realize that.

Rob: You brought it up twice now; you coach because you have a good feel for these things. You mentioned in the example with CD how you have a feel and 'it is what it is', it's not great but it's not bad, 'it is what it is'; it's a feel. Describe to me the 'feel.' Is it a personality characteristic that you have? Why do you have a good feel? Is it years of experience?

Coach E: It's a great question. I think the easy answer, it is years of experience. The word I like to use is perspective. I have a perspective because I'm social. I'm a pretty social person. I like to meet people and talk to people. I've always been that way. For years, I have devolved maybe this sort of sense with people and reading people. What gets through to certain people and how people respond, tells me and leads me in a certain way. I guess over the years, whether I was born with it or whether I developed it over the years, it is hard to say but I just feel as though I have a sense of people and their reactions and their feelings. I would probably say more perspective because I have been around athletes so much. My brother was an athlete. He's five years old than me. So growing up, he was in athletics and I was around him and his friends and then I was around it. I was a good athlete. I played three different sports. I was around athletes so much and then I became a player and then a coach. All these years, you sort of develop a sense of who's got the ego, who's the quiet guy, what can you get out of certain guys. I think it's a strength that I have and it's a feel that I've developed through a perspective of being around teams a lot.

Rob: Building on the team stuff, when you think about the ideal motivational environment, tell me a little about that and what role the coach should take?

Coach E: The motivational environment?

Rob: Yeah, what is the ideal motivational environment and what role the coach should take in that?

Coach E: So I am going to interpret what your question means as what environment motivates the players? Well in my current role, I would say a couple things. One, in my sport and our sport of soccer, you want to be in an environment with the best. Meaning the best coaches, the best staff, the best trainers, the best facilities. Again, I will use my environment, the most professional environment for learning and improving and winning. At the next stage of what I am describing, I would say that what motivates in this environment is the chance to succeed, the fairness that every player has the opportunity to succeed and get on the field, and be a part of our team, the consistency that we as a coaching staff have from day-to-day, week-to-week and now year-to-year that there is an expectation each and every day that when players coming here that we expect professionalism and the very best. We are going to put you in a great environment to learn and to succeed and we're consistent as a staff. We don't play necessarily favorites but everybody has the opportunity, the same opportunity and all the infrastructure around it, is taken care of. So all they have to do is be players. We are going to give you the best coaching we feel, we are going to give you the best training, we have the best facilities to train, we also have good weather and when players are done we have a nice meal for them. Everything is set up and so if I'm an athlete and I have that kind of an environment that motivates me because I have a fair chance to do well.

Rob: If you were to leave the Major League Soccer Team A and move on to a new team, a brand new experience, what would your approach be?

Coach E: It would to begin to build, go about building the infrastructure and put together, immediately put together, the best staff I could put together, as a starting point. Then, making sure that I would have the resources at my disposal to be able to build the kind of team that I would want. So that would be again, whether it's the facilities, the training environment, through our training staff and the rest. At the professional level, having the ownership group on board to say, "we will support you and in what you want to do to try to build this particular franchise and team to be a championship caliber level." If I were to take a team tomorrow, I'd want to make sure my staff is as good as it could be and all the other things I have already detailed as far as the facilities and such is at the highest level possible.

Rob: Your level is obviously very results oriented. How do you balance a results oriented environment, competitive environment with a learning environment? Can you afford to have guys make mistakes where it is going to cost you points and cost you potential for the title?

Coach E: In my world, in my own philosophical world, you are right. We are a results oriented business. The way I kind of look at things is and I will take this week, as an example. We have a lot of young players in our team at the moment. We have a target date of March 7th and we know we don't have a whole lot of time. But there is patience with younger players. We know, and again this is through experience but we know, there is a learning curve that all first year players go through and all young players go through. We know that there are going to be mistakes made. Maybe, the window of opportunity is a lot shorter at our level then it would be at the collegiate level, as far as you are not going to give a guy a whole lot of time if mistakes are made and points are lost. But there has to be a feeling and a truth behind allowing young players to grow on the job and understand what it takes and the learning curve that has to happen as young professionals. There has to be time given to those players. Again, that is a challenge if you are talking about an American kid and then talking about a foreign player who is adapting to all sorts of different things. There are different levels of patience and time learned. Still as a manager, you have to have a balance and a culture set so players aren't constantly worried about making one mistake. There are going to be mistakes made and there is going to be time given and a lot of this is expressed to these young kids early. And I think we do that. Eventually, that window closes if the adaptation doesn't happen as quick as you would like. But there is time built in for the learning curve and we are doing that now with some of our young guys.

Rob: Do you think there is a difference in coaching an individual vs. coaching a team? Do you have a different approach?

Coach E: Yes, there is a difference. If you are talking to a specific, let's say a left back and you want to work on crossing and you really want to take a player and breakdown some things and you have the one-on-one moments and time after training when you can really get into the detail work. Whereas, when you are managing time and you have bigger numbers and then again it depends on what your session is, of course. There is going to be things built into the team concept that is a lot different than just saying or

taking your left back and working on whipping in crosses. So there is a difference in terms of the actual content. Maybe to a certain extent, there are probably some differences in terms of whom you are teaching on an individual basis but there is a difference.

Rob: How much of your coaching is preplanned vs. reactive?

Coach E: When you say preplanned, I am assuming you mean that before we go to the field, on a sheet of paper we have listed a warm up, maybe a little ball work, a little possession and then a game to goals that takes X amount of time. When you are on the field, within each segment, it is reactive for me. Because on paper we have a possession game but once the game begins, I don't have on paper that team A is not moving the ball quick enough, team B isn't closing the ball quick enough. I have the structure of what I want for the session. But once I am out on the field, it's much more reactive to what I am seeing. So the balances for me even though we have 10 minutes allotted per segment of training, when 10 minutes is up, I am not necessarily just quitting and going to the next one if maybe we want to get two or three minutes more of this one or whatever. There is a lot more reactive for me, than structure.

Rob: Do you have a set curriculum when you go into a season?

Coach E: Not really. We have a sense and a rhythm that we have developed. For instance, I have been around a lot of coaches and other coaches that one day they did 1 v 1, day 2 they did 2 v 2 and they have this whole real plan that way. That maybe works and for them and that's great. But we don't do that. But, we have sense that, for instance this week...First week of preseason, we've actually done a lot more in big numbers because of the fitness level and where we are at. Next week, we'll probably start to shrink to smaller numbers. So we have a sense of what, how the weeks leading up to our first game should look like. But we don't necessary have a curriculum, no.

Rob: What happens if you were working at a lower level? If you were in college right now, would you have a preset curriculum or because the level is not of a level of a professional, would you have a preset curriculum or would you still have the same approach you have right now?

Coach E: I am interpreting your word "curriculum" where as...let's say you have three weeks of preseason at the college level. Every day is mapped out. That's what I am looking at as a curriculum. So in my experience, I would have an idea of what I would want to accomplish during those three weeks in individual work, in small group work, in bigger group work. I would have a plan probably more on a weekly basis than the full plan. The way my brain works and the way I operate, I wouldn't necessarily have every day of training mapped out. That's not how I work. But I would have an idea from a physical component what I think we need between starting Day 1, up until our first game. What we want to do as far as functional work, as far as teamwork, individual work. So, I would have sense of it through the weeks but I wouldn't have it all down on paper because it would change too much for me.

Rob: Within the elite soccer coach's culture, do you think there is a common framework or model that soccer coaches operate out of, compared to elite coaches in basketball or football? Do you think there is a difference? I don't want to lump all soccer coaches in together. I just want to talk about guys at a high level like yourself. How would you compare and contrast your framework or model that you work out of to an NBA basketball coach or NFL coaches? Do you think there is a difference?

Coach E: When you say elite coaches, you mean winning coaches? Or do you mean coaches that coach at a high level?

Rob: Coaches that coach at a high level.

Coach E: I think there is a lot of similarities to coaches that coach at a high level, be it Krzyzewski at Duke or Belichick in New England or you could name another sport-guys who have succeed at a high level. I think there are a lot of similarities and some of those I would say would be the attention to detail, the organization, the vision of where they feel their team is and needs to go. Obviously, there is a strong work ethic that is part of that component. Also, the sense of what it takes within that sport to succeed and the little advantages that you need that may put you a little ahead of the others. I think all the coaches at all those level have a lot of those components that would be similar.

Rob: My last question, how do you identify an outstanding coach?

Coach E: I would identify an outstanding coach...the obvious answer, I wouldn't give you and that is the coach that wins. Although I think, generally what happens is teams that do well have good coaches. But what I look for as far as qualities of a coach is: do the players play hard for him? Does he have a sense of, is there a human side to that coach? Can he self-deprecate, at times? He doesn't have such an ego where he puts himself above and beyond the players, that he can come to their level, that he can have a relationship, have relationships with players, can joke with players, can get on players. So a real sense of balance and have the ability to communicate with a player, for me, is very vital. So if you ask me who are good quality coaches, they have to have those kind of principals and components to them where they can get the most out of those guys. It's a variety of those things that, to me, tells me that's a good coach.

Rob: I've got to follow up, what is effective communication for you? You talked about the ability to communicate. What to you is effective communication?

Coach E: Being direct. I used to be a guy, in my early days, where I would say things that guys wanted to hear and when I had to be real direct and I wasn't as direct. I've learned over the years that players appreciate a certain directness when it's needed and not worry so much about are you going to hurt his feelings or maybe it's something he doesn't want to hear. I think an effective communicator is one that can be direct and do it in a respectful manner where that player will respect what you say. To me, that is an effective communicator- one that a guy can look you in the eye, he can listen to what you

say, he may not agree with you but he'll respect the fact that you are willing to tell him as you see it. I think over time, that is the most useful way to communicate- not through e-mail, not through voicemail. Real, inter-personal exchange is crucial as an effective communicator and that is on an individual basis. On a team basis, I think it's important similarly. The team needs to hear in a direct manner and for me as a coach I am very cognizant of mixing up the cadence of my voice. If you are a constant yeller, they are not going to listen to you. If you are constantly soft, they are not going to listen to you. There are moments where you have to raise the octave and lower the octave and have a feel for what's really going to sink in. You don't always bat a thousand but I think it is important to have a certain delivery style in certain cases when you think it will be most effective.

Rob: That is a very insightful point. Coach E, this has been excellent. Is there anything you think we have missed or would like to add, in general?

Coach E: Not really, no. These were really good questions. Made me think quite a bit. I always find it interesting, as a little side bar, some people know this story. But AB and I, when I first started at University V, we used to have this small little office downstairs next to the visiting basketball teams that would come in, in the conference. At that time, those were coaches like Valvano, Lefty Driesell, Bobby Cremins, Dean Smith. We used to go down at halftime of the conference basketball games, in our soccer office, because there was an air vent that was connected to the visiting basketball teams. We used to listen to their halftime talks. It was really interesting to me to hear the different approaches and different styles of all these coaches. What I would take away from all that is there is no blue print on it. There is no exact way that one style will work unanimously. Everybody has a different way of dealing with their players and each year those players change. I think that is the beauty of coaching is the ability to adapt and continue to adapt and to understand what each team needs and how you deal with it. That was an unbelievable education for me.

<END OF INTERVIEW>

APPENDIX F: COACH F TRANSCRIBED INTERVIEW

<BEGINNING OF INTERVIEW>

Rob: First, tell me your career path. What drew you into coaching?

Coach F: I grew up playing all sports. As I got into college, more and more my focus was soccer. I graduated from University P at a time when there were not great opportunities as a player and NASL was in its last days. I was frustrated because I still felt I was a late bloomer in soccer. I still wanted to see what level I could reach as a player. But, when the opportunities were not great, I had the chance to begin coaching at a pretty young age so I went to Graduate School at University O. I got my Master's in Sports Administration. While I was there, I also had the chance to be the head coach. It was a great experience because any ideas I had as a player about how things should be done- what's a good training session- I had the chance to try out.

The team at University O at that time was comprised of a lot... a real mix up of kids including a lot of international students. I think there were three or four players on the team who were older than I was. So you got a real chance to test yourself. I enjoyed it and from that experience I really felt strongly that was the direction I want to go. My next stop was University A. I was there for two years. It was an interesting time because AB and I worked together. But, he was also the assistant Lacrosse coach- that meant there was time in the spring when I had the opportunity to work with the soccer team on my own. It was also a period at University A when there was a brave group of coaches in all sports, and a lot of guys that have moved on and done very well. Gino Auriemma who obviously has done a great job at the University of Connecticut with women's basketball. He was the assistant women's basketball coach. Tom O'Brien has been the head football coach at Boston College and NC State was there. A guy named Tom Newell whose father Pete was probably all time coaching great in NCAA basketball and coached our Olympic team. Tom was a scout at that point and later was an assistant coach in the NBA. So we had a bunch of guys who were all involved in coaching. Rick Carlisle was finishing up playing but was a guy I got to know- so I think we had a chance to share ideas. That period of time we had success with our teams at University A and from there I came back at University P.

I was at University P for 12 years, but in addition to coaching at University P at that time, the other great thing for me was working with Manfred Schellscheidt on all sorts of levels – clubs, teams, ODP, Region 1. So I had great experiences working with different people. After 12 years at University P, I felt I was ready for some new challenges and it was the beginning of MLS. I went to Team C. We also were the coaches for the Olympic team, so we had a lot on our plate. But, I think the experience of doing all the things was important. I was at Team C for two years and Team A was an expansion team. I went there as the first head coach, was there for five years, back to Team B for three. One year at Team D, so that is a little different environment, and five years with the National Team. I have been fortunate to have had so many different opportunities and to have

worked with... between the players that I have coached and the people I have worked with coaching wise. I really had a good opportunity to learn from working with people and from coaching different people and it has served me well.

Rob: You jumped into coaching really quickly. With your experience at University O, how do you think your playing experience influenced the way you coach?

Coach F: I was always a player that thought a lot about the game. I was always a player that had ideas about what training should be like I had ideas on our team, our chemistry. So probably the guys that I played with would all tell you that it was not a surprise to any of them to see me get involved in coaching. When you get into it young, you think you know a lot, but more than anything what you find out is that you don't. You also have the opportunity to try things that you have always believed made sense. I used to go and watch Pete Carill's basketball practices. This was something that was on my mind. I had different experiences like that. I graduated from University P in 1980. That was also the year that the US Olympic Hockey Team won the gold medal. As a senior with my roommates, we just took off one day and went to Lake Placid and saw the US team beat Czechoslovakia. I was in some way a student of that team and Herb Brooks. I knew a lot about how different people coach from Pete Carill to Bob Knight. So, this kind of thing was always on my mind. When I had the chance to coach, it allowed me to take not only soccer ideas but different ideas that I got from different people, and start to test things out.

Rob: So, just from your response, obviously from being a player, you put a lot of thought into coaching. What was your conception of coaching?

Coach F: My conception was that a coach sets the tone every day, and that the coach's personality, good or bad, typically came out in the group in different ways. I had a sense as to how important it was for a coach to be a good example for how things should be done, how to act, how to speak to the team, how to communicate. I had a very clear picture as to the way a coach's personality played into a team.

Rob: I find that an interesting comment. When you do self-reflection and you identify within yourself- if some negative aspects that are coming out of your personality and they are displayed in your team- how do you go about changing that? I find that a very interesting comment, and I think there is a lot of truth in that. Sometimes, the team displays the coach's personality. So when you notice in yourself, that you have limitations, how do you approach that?

Coach F: When you coach, you constantly, in a way, hold a mirror to each player so they can see clearly who they are, what they are, and what needs to get better and how they need to do things. In order to do that with each player, you have to have the ability to do that for yourself -- whether you are talking about coaching or parenting. This idea of being a good example requires that you can tell, you know how you are coming across, you know when you acted in a way that is not the best. And if you have the ability to assess yourself, how you handle every situation, good or bad,... I also believe in the idea

that in some way you coached yourself, and that meant everything from watching players that you felt have qualities like yourself, trying to see the little things that they did, and see if you can do some of the things for yourself and that meant being able to a certain point see what you did well, and what you didn't do well, how to maximize your strengths, how not to kid yourself about things you could not do as well. And so, if you are doing all that, to grow as a player, then that has to include the ability to see yourself in every way and that bit of self assessment, that bit of being able to tell how you come across to different people is critically important.

I sometimes will hear somebody tell me that particular individual is very smart but I will think to myself that person is not that smart because that person has no idea where to draw lines for himself or how he is perceived, how he comes across. And so for me, that is really an important part of being able to get through to people. Again, I have been able to look hard at myself, good and bad, see the things that needed to be improved and apply that when it is needed. That is the key to being a coach. Certainly, that is the way to being a parent. So I know, it is not just what you are saying or telling people what to do. It is about what type of example you are .

Rob: Do you ever feel when you do a self-evaluation that you have not performed your best as a coach, do you share that with the guys? How do you share it?

Coach F: Along the way, I certainly had moments when I clearly would say to the team in particular instances I did not handle myself right, or I let them down or I did not do a good enough job in preparing things. And then again, it's all part of the tone you set. It is the ability now to take responsibility with the group... and it is really important that you do it when you feel it is important. I am a big believer that people will see through you if you try different ways to do it and it is not how you really feel. So, again, if I'm going to stand before the team and say I did not do my part at a given moment; then, I am not just telling that- that's how I feel. But also, I am not afraid to take responsibility and also say to them, "Look, we've got to move forward." And, you hope this is letting them know that, "Listen, we are all in this together, and when something does not go right, I am willing to take the responsibility. I am not going to point the finger at you all the time. I am going to be harder on myself than I am going to be on all of you." And, establishing this consistency in terms of how things get done- I think that players typically respect.

Rob: You talk about setting a tone. Coach F, from your perspective, what is the ideal tone?

Coach F: It is establishing with the group a good sense of what we are all about and what we want to be and make sure we are all comfortable with this job, this challenge we have, that there is a level of trust and communication that we are not going to agree all the time, but at the same time we're going to have high standards with how we treat each other and how we act. At some level, you come to grips with the fact that there will always be things that are out of your control: referee calls, whether the ball bounces your way or a given day or not. But, what we are going really to concentrate on is what we can control and that is how we go about our business every day, what we want to be every time we

step onto the field. When players have a real level of commitment with that idea, you have real chances of success.

Rob: I am not very familiar with the guys you played for, but I am familiar with the guys you coached under, who you've coached with – that is an impressive list. But, think back on your playing experience and your coaching experience. Who do you think is the most impressive coach you have played for or coached with and what are some of their qualities? And it might be a series of people, not just one person.

Coach F: It would have to be a series of people.

Rob: What are the qualities that make them very good?

Coach F: Each one is different. So, with regard to AB, he just had a way to set a good tone for the group. It wasn't always filled with all sorts of details, but there was just a good tone set about competing and trying to win. Manfred, in terms of understanding the demands of the game, and in terms of using game as a teacher and getting players to understand how to play in those ways.

Rob: Let me follow up with your comment. When you are discussing Manny, the game as a teacher... your level right now, you are in a results oriented level, so is your approach now different to when you were coaching in college? When results are important, is it the be all and end all? Is your approach different when you coach the youth or college kids? Because you talk about the game as a teacher, to me that means guided learning... allow the kids to make mistakes, they get the sensory feedback when it is successful or when it is not. At your level, do you have the flexibility to do that?

Coach F: No, that part is different. When you talk about the game being a teacher, as the levels go up, the only real connection ... so your foundation includes that part, so your foundation for the game and players who play at a high level includes the sense of what it is all about; and, you take that into account when you deal with them. There is a sense of again how they think, how they play, how they got to that point and you fit that in when you deal with them. But, the bit of guided learning, some of that comes into play when you make a training session. You still, even at the highest level, you can create training sessions that challenge the players in areas that you want them challenged so that now the team starts to get better at certain things. You are not always explaining to them that the reason for this is to get that... So, there is no getting around. You watch very good coaches in different sports. Jose Mourinho, can be Phil Jackson. A lot of this, for me was what I meant earlier about watching people like Pete Carill's basketball practices. So you have a sense of how those things work and then you apply them to the level of the player you are working with.

Rob: Is getting that sense, a feel for that, based on experience?

Coach F: Yes, you know, that is your experience. That is your understanding of a game at a higher level, your understanding of coaching better players. When you talk about

leaving college and going on, when you coach players who have played at the highest level, the way you put training sessions together, what you are asking for, how it works, that has to fit their experience. There is no way that you can get away with some of the training sessions that some people might be able to use at the college level. That does not necessarily work well when you are working with professional players. It does not change your overall concept but you understand how to adjust to the group of players in that level.

Rob: So, we are speaking about experience now. Tell me a little bit about your education as a coach, both formally and informally.

Coach F: My education?

Rob: How did you learn how to coach? Obviously, you have been to coaching schools, that type of thing; that is a type of formal education. Tell me about your experience with that, and also what sort of informal learning opportunities. I would just like to get your perspective on all that stuff.

Coach F: I've done coaching schools and stuff. In some cases, they've helped give me, a starting point for sort of, how things are taught and everything else. But, for me, those experiences even when speaking to a coach, I always say, "Look, you'll hear a lot of different things. You'll see a lot of different things but it is up to you to take what you hear and see at the coaching school and then know how to apply it to yourself." And so I am much more someone who through coaching and observing teams in different sports, by observing other coaches, came up with what I felt is important and how things should be done. It is much more a product of all of that than the formal side of things. Honestly, often times coaching courses, coaching clinics, are not really fitting with the real situation for players, for what real training sessions look like. I can remember a story with a guy like Pete Carill, and he was telling me people thought he was really a bad clinician, because if they were talking about defending the pick and roll. So they want to know, do you go over the top or to do you behind? He would say, it depends, and they would say, that is not what we want to hear. Can the guy shoot? And if not, then why are you going over the top? So you run across people, when you start to get a sense of the little details they see and think about in the game, how they work with their players... So for me, yes I can still remember some examples of clinics where I got something out of it or the coaching schools that provided structure of how things by the book should be done, but it is always, in my opinion, up to an individual to take that and build on it with his own ideas and experience.

Rob: You just said that you observe coaches and that is one of your key learning methods. How do you identify a good coach? When you walk up to a session, how do you identify a good coach just by observation?

Coach F: There are a few different ways that to me are really important. First of all, you watch a team play, you see the way the team plays, you see the mentality of the group, the discipline of the group, so that tells you something right off the bat about a coach and

what's going on. But the other ways, if you are lucky enough to see a team train, you see if there's a connection between how the team does things everyday in training and what they look like in games. And, the third way, you have to be very fortunate to have this experience, sometimes to be behind the scenes with the team. In Europe, if you spend any time at a club, you get a taste as to who is in charge, and what the environment is like, and how much of that has to do with how that particular coach treats people, goes about things and everything else. So these are little signs about how things get done.

Rob: You spoke about observation, learning on the job, how do you learn best?

Coach F: I am definitely one who learns from experience. I learn by observing and then thinking about things myself. I probably have learned when you talk about reading things. It is not typically the manual type books or articles. It is just inside articles where you get a little sense of how somebody does things, manages a situation, and creates an environment, so you know that environment. It can be by reading an article or a book about somebody like Steve Jobs, as it could be about a coach. I think that part of how people effectively create good environments, and what their personality is like, how they treat people, what it is like for people who show up every day. I think those are all the different things, that when you are responsible for the environment, that you think about.

Rob: Okay, you brought up environment a lot of times. According to you, what is the ideal motivational environment?

Coach F: There's got to be the right level of trust, respect, and communication. There's got to be good energy. It has got to be challenging, and then people have to feel like, so if you're going to ask people to come in everyday and... I've always said that to be successful in anything, you can't get away with going in halfway. You have to put your foot in the water. And, in order to get people to commit to something, to say "I'm in, all the way." You got to be willing to say, "Look, I can't always tell you if you're going to play every game, or how it is going to work out, but I can tell you if you show up here, and you give everything you have, and you are not afraid to put your heart and soul into something that will count- that will be respected and appreciated." And so, if you can get people to do that, then that experience that everyone will have together will be something different and special. That is what you are shooting for at any level. That is what you are shooting for.

Rob: What are your thoughts on relationship building?

Coach F: My thoughts on that, as a coach, I really try to get to know people and to figure out who they are and what they are all about. And let them know in different ways along the way, that you're there to challenge them. You're there to try to make them better in whatever they are doing. It does not mean you're going to have... you cannot necessarily tell everybody everything the first day because you don't even know them yet. So over time as you observe and get to know them you have a chance to have conversations that have some depth to them. And, again, it includes at some level to get to know who they are, if they have families, an understanding of their family and what is important to them

in trying to show the respect, you know about them, you want to hear who they are, what they have to say. I am a big believer in the idea that you want to get to a point where you have conversations with people, you put your cards on the table and you hope that you can get them to put their cards on the table. And then, when you do that, each person gets to know what the other person is all about. As you do that over time, you may not agree all the time, but there is a level of respect- that it was not a game. It was getting the real, important stuff in a hard, honest, straight way. Belief in that ultimately is something that people would appreciate.

Rob: I think I know what you mean by putting your cards on the table. Tell me specifically what does that entail? In a relationship with a player, you as a coach need to put your cards on the table first, what does that mean to Coach F?

Coach F: That means when there is a situation you can sit with somebody and you let them know how you see something. It is not made up. It is not sugarcoated. This is how you see something. You want to see if they have the ability in some moments to look back at you and tell you how they feel about something, not what you want to hear, but how they see something. An awful lot of players in the beginning are not used to this depending upon their family situation. In some cases, they did not have big conversations like that in their whole life. And now, you are trying to get them to a point. You let them know that this is how you get somewhere. Your ability to let somebody know how you feel about something, how you see something, that tells that person who you are. And then, over time, when you do that over and over again, that is how you build up real respect.

Rob: What do you do with players you can't get that reaction out of? You can't get them to put their cards on the table. How do you deal with those guys?

Coach F: Right off the bat, there is a sense that, for one reason or another, that person is very guarded. That person is perhaps insecure. That person is not someone who trusts other people easily, or very well. And so, you are not going to change that all at once. But, little by little, if you understand that, you might make some progress. That person now starts to be able to dig a little deeper in ways that have avoided him up until that point. And so, you're not expecting miracles, and look, this is all a part of knowing who you're dealing with. Sometimes, you ask a person how they feel about something, not because you really think they have a great perspective, just because you want to hear what they have to say. Are they telling you really what they feel, or are they telling you what you want to hear? And so, it is this information that helps you figure out what someone is all about and whether you think at the end of the day, it is somebody you can trust, somebody that is going to be a good teammate, whether the guy is real or a phony. You're constantly trying to figure this stuff out. You're not going to get everybody to the top level. Some people are never going to express themselves in that way. You understand that. That helps you understand who your leaders are. That helps you understand who you can count on. The interesting thing in coaching is, ultimately has to be pieced together just on pure talent level what a guy brings; so you can sometimes have a guy who he may not be a guy that you have much respect for. He might still be

someone who can do something well enough that can help your team. So, it is all about knowing your guys and what makes them tick- trying to find the right way to get the most out of them.

Rob: Okay, so let me ask you this. Do you think coaching is an art or a science?

Coach F: It is both. I know that is a cheap answer, but it is both. There are certain parts that clearly fall into science, certainly on the physical side, sports science, this kind of thing. But there is no getting around the part which has to deal with your ability to size people up, size up situations, and know how in tough moments, keep a set of core values that you establish. Do not stray away from that when things are not going well... to be strong and steady one that can constantly set the tone. I think that is the type of leader that I always had the most respect for and that is the type of leader that I try to be.

Rob: When do you feel you're at your best?

Coach F: When there has been time to get the right group of people and try to establish a clear idea of what we want to be all about. And in some cases, that can happen very quickly because of some individuals, and in other cases it takes longer. But you are at your best if you got the right groups and in some ways, there is enough leadership within the group that everybody is going in the same direction.

Rob: You talk about the right group. Based on your past, have there been any stories or any times when you have been part of something when it was not the right group, and what did you do?

Coach F: Sure, all you are trying to do is to constantly look at things everyday and figure out how to continue to move it along. But there are plenty of times when you can be going to important games or an important part of the season and you still can see weaknesses at that moment. This is all a part of being able to size up again the individuals and how things are going. It is constantly changing and you know you can have a group that is going along well. You can hit a few bumps depending upon time and season, the level of fatigue, age of the group. Everything. You can be challenged at that point to adjust and get over those humps. When I think of the right group, that does not mean that when you finally get it, that means everything is going to be easy. And if you look at different sports, probably the best example of how this still works is when you get into the NBA playoffs every year, because there is so much difference between what happens at home and on the road that you can look like we are all champions in a two games at home, and you can go on the road, and now the scores are so bad the other way. And, unless, you have a feel of all these things, again, you can be saying how can a team a week ago look so great, and look so bad now. Your ability to constantly stay in tune with the group, keep them focused in the right direction and not let any of these little things interfere with the effort to succeed, that is what you can do everyday. That is the challenge. That is also the joy, that's the part that never ends.

Rob: What is your approach going into a brand new situation?

Coach F: It was the same as it has always been. When you start, I don't believe that you should act like you come in and you got all the answers from the get-go. You start with the idea of saying that we got to create, in time, a shared vision of what we are going to be all about. And knowing that, this is what it's going to take. We are all going to have to find the right way to work, the right way to communicate, the right level of trust. And when you start, this is the beginning. You start to establish just a way of doing things, a way of talking with the guys, a sense of what is expected in training every day, a sense of how guys act and treat each other. It is just the first steps in establishing a shared vision of how we need to do things in order to be successful.

Rob: With a shared vision, Coach F, I hear a lot of coaches say that and it implies that the coaches and the team have a collective belief of where they want to go. But, sometimes, it is just the coach's perspective. How do you involve the team in this shared vision? What specifically do you do? How involved are they?

Coach F: Yes, again, I think they are involved a great deal because you're asking each one to come into a situation and bring their personality and not be afraid to put who they are into this whole thing. And that sense of how you are going to do things. It comes over time because this level of respect that we are going to find the right way to do this together. Sometimes, it involves discussion as a group. It involves the whole group. It involves small group discussions. It involves individual discussions, where you get to know your leaders and what they think. Sometimes, it involves group discussion about... Like Mike Krzyzewski, talking about the standards of how we are going to do things. I think you are establishing a clear idea of what we are going to be all about, how we are going to do things, how we are going to handle success, how we are going to handle failure. This is shared. This is work that takes place every time you come together. And you hope that when you are together for five days, and when you come back together, you can continue to build on what happened on those first five days. I do not think it is as easy as handing out a rule sheet. That does not get you very far. This is the real work. It is the stuff that is not easy to explain, that goes on in every little way in terms of looking at guys – looking them in the eye when you talk to them, trying to get them to look you in the eye, when they talk to you. This takes time, but this is all the little stuff that goes into the work every day.

Rob: You are saying it takes time and you are in a more challenging environment as a national team coach than you would be when you were coaching the Major League Soccer Team N or Team B when you were coaching them day-in, day-out. Your opportunities with the team are far less because of the nature of the national team. You said that it starts with the little things. You look them in the eye. Over a weeklong camp, what are the specific things that you would do to create a relationship; get some progress, a shared vision? What are the things you do over a seven day camp or however long the camp may be?

Coach F: There are some team discussions about how things need to be done. There are some small group discussions. Perhaps, with some leaders, the guys that have been there

in the past. Individual discussions, a sense as to how you put your training sessions together; How you organize your day, what you expect of them in all ways; What are they wearing around the hotel; How do they treat the equipment man; How they are treating the physios? These are all the little things. Like I said, you can't just hand out a set of rules. But you observe how things get done. You talk to as many people about how things are done in the past. Little by little, you implement the ideas that you think are important, but you also do them in a way that you are flexible enough if there is something they have been doing that they think is important and it works, that you consider that as well. So this is a give and take with a clear idea of where you are trying to go.

Rob: You said, "it is not simple as going in there and handing them a set of rules." But when you went into your first camp with Team Y or thinking back when you were in your first ever camp with Team X, do you have a preset curriculum about what you want to accomplish, technically, tactically, and off the field stuff? How do you go about that?

Coach F: I mean I have an idea of establishing a foundation for how we are going to do all that. I keep saying the same thing, about how we are going to treat each other, how we are going to communicate, the level of respect, the level of trust, what it means in terms of how we are going to do things off the field and you go in from the beginning and establish with them- that this is now where we begin, this is how we get to know each other. I get a feeling of how each guy in the room is all about. This is how we build something together. You are just laying the groundwork to begin the real work. Then, as you go day-in and day-out, that gives you ideas of what parts need to be pushed a little bit more, what parts need to be adjusted and how things need to be done. You establish from the beginning- this is what we are setting out to do.

Rob: Is the relationship a necessary prerequisite before effective coaching can take place? Do you have to have a relationship with a player before you think that the player is going to respect you, with instructions and as the real work can entail, as you said?

Coach F: Yes, I mean it is just your definition of what a relationship is. I mean at some level, once you start working even if it is a guy that does not say much, even if it is a guy that you do not have much in common with, it still, in some small way, it's a relationship. You have a relationship with a group, and then you have some type of relationship with each individual. Again, over time, you try to build each relationship to be what fits for that guy. They are not going to be all the same. You don't necessarily set out to make them all the same. But at some level, you are getting to know a guy, to know what he is all about, how he fits into the group, what he responds to, what he does not respond to, and that gives you a sense where he fits in, how you are trying to bring out the best in him.

<END OF INTERVIEW>

APPENDIX G: COACH G TRANSCRIBED INTERVIEW

<BEGINNING OF INTERVIEW>

Rob: Tell me a little bit about your story. Walk me through your playing and coaching experience and what drew you into coaching?

Coach G: Sports was the only thing I was ever interested in. From the time I was a kid, it was something that was in my blood. I think everyone wants to be a professional athlete. My first love was baseball. I grew up around here. All the kids in my neighborhood were Yankees' fans. I wanted to be a pro baseball player. I fell very shy of those goals. As time went on, I gravitated to basketball. I guess soccer came somewhere around fifth grade. I always had a love about sports. It was always on my mind. It always excited me. I knew, probably since I was in 10th grade, that I wanted to be a teacher and a coach, at some level. It made school very interesting to me because there were a lot of things I could put in the waste basket that I didn't think I needed...ancient history, world history, algebra. There were a lot of things that I didn't think that a coach needed in his repertoire, skills. I had a little tunnel vision, so to speak, as to what I wanted to learn and what I wanted to do.

I actually started coaching when I was sophomore in high school. I coached a parish league basketball team, when I was a sophomore in high school. So, I was about 15. The same parish which was the Catholic Church that I went to catholic school, where I started coaching the JV CYO soccer team in 12th grade. 12th grade is when I started. My most famous graduate from the team is DD. DD played on my team when he was in 7th or 8th grade. I coached all through college. I coached the CYO team. Then, I started coaching a local club team. It was pretty cool because that was back in the early '80s, a long time ago, and I would coach a club team and this was the time that Bruce Arena was coaching at Virginia. He would come up and watch some of the guys that were either on our team or the opposing team. It was an interesting time and an interesting place to be.

Right out of college, probably the best move I ever made was...I had my goal set on coaching in college. Probably the smartest thing I ever did was getting aligned with probably the best program that I could get aligned with. I went up to University P. MB was the coach at the time. I pretty much just begged him to let me be on his staff, as a volunteer. I think he paid me enough money to compensate for my mileage, but I didn't really care. I stayed there with MB for four years. When MB resigned, I would say in '84, I stayed on with this guy named BR. I was there with BR for two years. That was kind of an interesting thing, kind of an interesting series of events. Because while I admired MB, he was a national staff coach, I learned a lot of interesting things from him because it was clear that he was burnt out from coaching. And that he was not putting in the full effort. So I learned a lot of things about that from him. Also, I learned a lot about coaching dynamics in college- things that I still adhere to. For example, I wasn't the greatest athlete. I was perhaps a step up from a Rudy Ruettiger. I could connect with that movie because I was that type of guy. I was the type of guy that in certain sport. Soccer, I did better at; soccer I had more success at. But for basketball and baseball, I was the type of guy that would be happy just to put on the varsity uniform.

One lesson I've learned that always stayed with me is...I was cut my senior year in baseball, along with two of my best friends after 29 days of practice and I thought that was pretty harsh. To be honest with you, I still kind of feel the effects of that. I've learned, over the years, never to cut a kid that had the same desire that I did. Sometimes it's helped me; sometimes it's backfired on me. But some of the relationships with some of the players I had at College M...For example, one that comes to mind is a kid named KT, who didn't even start for his high school team. I could just sense he was a kid who wanted to be on the team. He was on a team that won a national championship. He's told me many times that it made a big change in his life. Certain kids like that, I still have a good relationship with. SP is another one who was not a great player. But, he played on our team that went to the national finals and came back on our staff at College M and coached. Now he's the head coach, there. They are just average players whom now, I have a great relationship with. I just saw something extra in these guys.

Rob: Was it something that you saw in them that you had?

Coach G: I think so. I've gotten over it, but I could never put a kid what I went through, in getting cut as a senior. While sometimes it has backfired on me, we just used to laugh. At College M, we used to call it *Boystown* because we would take in any kid who looked like he wanted to put in the time. As long as he wouldn't destroy practice, we'd keep him. And even the guys who would destroy practice, we would keep him, a lot of times. A lot of times, we couldn't put him in the practice. But there are a lot of guys we kept. I'm talking maybe 30-35 guys that we kept over the years that were clearly not good enough to make the team. Not that I'm such a good guy. But I thought there was something in these guys that I thought, 'why not just keep them.' It's going to help them along the way. It's going to be a memory for them.

Rob: Is this something that was inside you, or is this something you saw in other coaches as well? Going back to MB, it seemed that MB was kind of burnt out.

Coach G: I think the guy who cut me my senior year of high school; from him I learned not to do something. There are some coaches who I learned a lot in the positives, and some I learned from the negatives. I loved MB but I learned things what not to do.

Rob: Go over some of the things you learned not to do.

Coach G: He was just burnt out. I could see that. He would come down to the field and there was no energy in the practice. I was stunned- from knowing him and his reputation. There was no energy in the practice. More than anything, there was no tenacity, out there. What blew me away is...When I talk to BJ a lot, I just remember my days in University P. In that, we would play a game and if we got beat by a lot or if we got beat in a really tough game that was maybe decided in the last five minutes, the parents would come over right after the game and bring sweets and treats and the players would be talking to their parents like nothing had ever happened. I think BR put an end to that. It was unbelievable how casual...I pretty much came from a blue-collar background, even though my father wasn't a blue-collar guy. My whole neighborhood was blue-collar guys- guys that worked in factories. Having that upbringing where sports were everything, you put everything into it. It blew me away how casual it was after a loss.

Still to this day, I want our players here to feel bad when they lose. We have a policy, no matter how long the bus ride is, there are no movies after a loss. If guys are talking low, I don't expect them to sit there in a comatose state, but I don't appreciate cackling and laughter on the way home from a game. You should experience the feeling it is to get beat, the competitive spirit.

Rob: You've walked through MB. Now, you helped BR out. Move on from there. How was the experience with BR?

Coach G: BR was career changing. He's an unforgettable character. I probably have known BR for 30 years and he's still the same in a lot of ways. He's an interesting guy. When I think about BR and the influence he's had on me, and he has influenced so many people. He was the first guy I know to take the US Coaching Schools and say, "you don't have to coach like this. Everybody's doing it this way, why don't you do it this way? Why can't we do it this way? Why can't we play a zonal formation?" It used to be fundamental stage when you're teaching skill. Fundamental stage to match-related to match condition. BR would say, "If the players are ready to go right to match condition, why...?" He was the first guy to challenge that US Soccer thing. He taught me to think outside of the box.

Rob: You're at University P and where do you move from there?

Coach G: University P, two years with BR and then to College M.

Rob: How did the opportunity with College M come up?

Coach G: The coach that was there was there for one year. Essentially, he had taken them to the national championship game. They were undefeated heading into the national championship game. The one loss in the season was in the national finals. It was big shoes to fill. I was 29 and kind of thought I had all the answers. I thought I knew what I was doing. The first year was really rough, now that I think about it. When you coach at junior college, you have a lot of tough kids. You don't have the type of guys that were at University P, pretty organized kids, disciplined, kids, obedient kids. I had some rough kids who were not focused on academics. A lot were not extremely respectful. Guys that didn't like to follow the rules too much- some big partiers. They were all guys left from the previous coach. They admired the guy. He had a falling out with the administration. So I'm walking in to replace a guy that everyone liked.

Probably the biggest thing I learned right there was to be yourself. I was 29, and I had guys on the team that were 23 and 24. I had two guys, who I was actually friends with, who I had met working camp who were from Ireland that I helped set up to go there, the previous year. Now I'm their coach and these guys were awful. Even the fact that we were friends, these guys were awful. They were bitter that the old coach had been replaced. I do remember being the disciplinarian with them and that didn't work because I wasn't being myself, really. I don't know what, in retrospect, the right way to have handled it would have been. More than anything, you have to know who you are as a coach. And you have to know whom you're dealing with. I think a lot of coaches don't actually realize who they're dealing with, the kind of kids they're dealing with. I've been

doing this long enough, I can almost tell by a kid's facial expressions, by the way he dresses, by knowing his background, his body language; I can almost tell what buttons to push with a kid. I think you learn that. You need to know the pulse of your team. I think it takes a long time to do that, to be honest with you. There are a lot of guys who are masters at that. I think Bob Bradley, while he's not always right, I think Bob can sum up a guy faster than anybody I've seen. Sometimes he's not always right and he has been wrong. But, Bob can spend time around a guy and sum him up really quick and know whether he likes him, whether he doesn't. I guess they call that Emotional Intelligence. There are a lot of people who do not have that. I think that is a big part of becoming a coach- your level of emotional intelligence, how you read people.

Rob: You spoke about the pulse of the team and you just referred to Emotional Intelligence. How do you accurately gauge the pulse of the team? What do you do specifically?

Coach G: It's something you learn from experience. It's something that you have to do over and over and over again. We talk about all the guys who are leaving the national team and are going into high profile coaching positions, there's no way that they can experience that. There's no way they'll gain that experience on how to read guys. You go out to your practice when you arrive at the field and you get a feel for what the practice is all about. When it's a good practice, a good environment, it even smells like soccer. You know that, just going out there. Does your team need for you to call them in and throw out a bunch of curse words and motivate them for the day? Or, do you see that it's sharp and crisp and you just parlay that into a good practice? You see it and you pump it up even more. Sometimes you shift what you were going to do. Maybe you were going to do something boring, like restarts. But you say, "you know what, these guys are ready to go." All of these things, you just learn from doing over and over and over again- when to push the team, when not to push the team. If you have a pretty decent level of reading people and Emotional Intelligence, then these are things that just come natural.

Rob: The ability to know when to push a team and when to lay off, is that something that you've learned more through direct experience when you've been a head coach or from watching others as well? What's more effective for you? Doing it yourself?

Coach G: Oh, yeah. Clearly! I also study all the profiles of great athletes and coaches. I'm a sports documentary freak. I was even watching Lombardi last night. Certain things work for guys. I have read two books on Belichick. I read books on Knight, everybody. What works for Mike *Krzyzewski* would not work for me because we're not the same personalities. He's like a cliché guy. That kind of stuff would not work for me. What I used at College M to be effective, would not work here.

Rob: What did you use at College M to be effective?

Coach G: At College M, they were mostly kids who came from underprivileged backgrounds. Mostly kids where I was their support system. I was their father. I had to extend my hand to them first, in order to have them buy into me. I couldn't lay down the law. I'm taking a bunch of kids who didn't come from a structured background, who

were not used to a lot of rules. I'm not going to change that in three months. Ultimately, my goal was to mold them into a team. Along the way, especially if I had them for two years, if I could get them to learn some life lessons along the way, that was even a better byproduct. What I found was that most of the guys that I had there, that when I look back and say, "What a pain in the ass he was..." I keep in touch, and I'm not saying on a regular basis, but so many of those guys are doing fine now. I don't want to take any of the credit and say, "We grew so many guys and..." But so many of the guys come back and say, "Thank you, Coach." More than anything, it was just the maturation process that took place. Guys eventually had to get out and find a job. Guys eventually had to leave College M. We, to a certain extent, coddled guys. I think, to a certain extent, enabled guys, there.

Rob: What do you mean by enabled? Enabled, in a positive sense? Or, a negative sense?

Coach G: I think we enabled them to get through. We did way too much for these guys, in order to enable them. It was our only way to get to the end. Keep in mind, that I was doing this on a part-time basis. I was a full-time middle school teacher. By the end of the day, I was beat.

Rob: What was your day? Was your day from 8 o'clock or 7 o'clock through...

Coach G: 3:15pm. Then, straight to College M for training. We would start literally the second I got out of the car. "Be on the field by 3pm, guys. I'll be there by 3:15pm." 3:30pm, we'd start. So many of these problems would creep up. When you're working with 6th, 7th, and 8th graders- and I taught phys ed- you are fried. My last couple of years- people love to hear this story- I found this little place, I loved to call *My Cave*. It was the extension of the equipment closet that led up to the boiler room. I made a little bed there, out of gymnastic mats. I had my last period off and I would go up there. No one, except for my best buddy, knew where I was. I would go up there and take a half hour nap so I'd have enough energy to go to practice because I couldn't make it. It was that long of a day. When I would get to College M, there were so many thing that I had to deal with there. Looking back, I don't know how the hell we did it. We had to find housing for these guys. Housing, rides, class-monitoring, things like that. We had a lot of stuff. There was a lot of stuff that just got away from you. You got to the field and the first thing you want to do is organize the practice. The athletic training situation was a nightmare because she was just horrible to deal with. You had to deal with injuries and all this other stuff that would go on, and paperwork. There were a lot of times you'd just let it go. Then a lot of times, you just enabled guys because the only way we would get to an end result was to focus on the soccer part. That's ultimately what you wanted to do.

Rob: Coach G, how did you establish relationships with these guys at College M when effectively you were there part-time? Literally, you were just rolling up to the training field. How do you get chance to establish relationships? You made the point that you had to extent your hand first, for them to open up.

Coach G: Phone calls, direct contact. The only way I knew I was going to get something out of these guys was if I first showed them 'I'm here for you.' Being really, really honest. Sometimes I did it because I wanted to do it. It made me feel good to help a kid

who didn't have a stable background. I had maybe, one stable parent, maybe two. A lot of them were first generation kids. A lot were foreigners. We had tons of guys from Trinidad where it's not a structured environment. For example, if you have a guy from Trinidad, they have never taught to be punctual in their life. In the very beginning, we used to let a lot of stuff go. Guys wouldn't have rides and you can't punish a guy if he doesn't have a ride to the field. What I wanted to do was do for them first so that they trusted me. Then, I always had something to hold over them. I always had something to hold over them. When they weren't putting out in a game, or when they weren't putting out in practice, one of the greatest motivators is guilt. A really good motivator is guilt. But you can't use it all the time. I used to use it in key moments. If we were playing in a big game and we were done and you could tell there was just a lackluster... I would just call guys out. "This is what you're giving me? This is possibly your last game! Tell me anytime you came to me and I said 'no'? I want all of you guys to come together and come up with five times I ever said 'no' to you guys. I'm asking you guys to do something for me. Can you do this for me?" – something like that. Not only guilt, but the loyalty they would feel. That was something that I never really sat down and thought about. It was something that came to me naturally. How am I going to get through to these guys?

When I took over the program here, I didn't have to do that, to a certain extent. Our team GPA was 3.2. The first day, I had a guy show up late and I told him to leave. The guys were surprised. This never happened before. To be honest, I didn't run the team like that at College M, at all. We did get to a point where we would ask guys to leave, if they were late. We would say, "You're not practicing today, go home." Or, we'd make the whole team run. So, eventually we got everybody to get there on time. But that took years.

Rob: You spoke about guilt as a motivator and loyalty as well. What do you think is the ideal motivational environment? What is your role as a coach in it?

Coach G: You have to know your team and the individual player. I've neglected to mention Manfred in all of this. He's my mentor. He's got so many expressions, but one I like to use is: "I'll know I have done my job when you guys don't need me around anymore." I like to extend that a little more and say to the team, "The more things you guys do on your own, the better team we are going to have." When I came here, they all wanted to be motivated because, to be honest, the program had deteriorated. There was no energy, no enthusiasm. It didn't matter that I was here- they just needed somebody new. It's a rebirth for all of these guys. So they were all excited. Last spring, there was energy. Guys were busting it out, popping it out. What I wanted to do with these guys was set a goal. "On your own, you have to pass a fitness test." It was pretty tough. If you don't pass it, then you don't play in the spring. Secretly, I told one of the senior captains that I wanted him to, "Get the guys together at seven in the morning and run, but don't tell anybody that you did that. That has to come from you." Now, everybody's buying in. "Okay, we're going to run, we're going to do fitness." In part, that got them motivated. With the guys here, I didn't really need to extend myself to them and give them all this love. I needed to be tougher with them because the previous coach had not really been tough with them.

Rob: Tough, as in “hold to standards”?

Coach G: Yes. Tough, as in “hold to standards.” I didn’t have to yell at these guys, at all. Well, maybe just a couple of times. At College M, I had to yell all the time. But the guys would respond to that. They were tough kids and they could respond to that. They needed that, they wanted that. Unfortunately, a lot of profanity, a lot of getting in your face, a lot of craziness. At least once a year, I would just leave practice because physically, I just felt I couldn’t go on. I used to be so tired and I couldn’t get myself to the point where I could coach- I would just leave practice and leave it to the assistants. A lot of times, that would motivate them and they’d say “screw him.” They would all get mad.

With the guys here, I had to kind of keep them on edge a little bit. Keep everything very structured. But I also had to be very positive with these guys because they weren’t very good players. We didn’t have the most talented team. I would try and keep it positive and as enthusiastic, as possible.

Rob: How do you keep it positive when perhaps you’re not getting the final end result?

Coach G: At one point, we were 1-9. But I’m really happy that when we were 1-9, we still had guys who were busting it out. At some point, it’s going to click in. Even if you have to lie to them a little bit. You say, “You guys are better than you think. All the teams that I’ve coached, everything just clicks in at some point, guys. This is going to get better and you just have to keep going out there.” The assistants used to get frustrated and mad. I would tell the assistants that, “These guys aren’t trying to do this on purpose. They are trying. They are not trying to suck up the place on purpose. So, we have to keep this thing really positive, or else we are all going to hate coming to this place everyday. Or more importantly, we are going to wear these guys down.” That’s the other thing- you have to know when to push it and when to ease up on them. One thing which has always been effective is when we get to a certain point in the season, is to give them an extra day off. That’s a great motivator and it’s a great guilt provider. When you give them a day off and they come back the next day and they’re crap, you say, “No more days off. I give you a day off and this is what you give me?” For myself as a player, there comes a point in the season when you’re tired of hearing the negative, ‘whip the horse’ kind of speech from this guy. You’re tired of hearing the head coach’s voice. A lot of times, you have to turn it over to the assistant. There’s just a point where they need to be away from it, maybe once, or twice a week. Where, they don’t even have to think about it. If they’re thinking about it, it’s only because they choose to do so. You know that feeling when you’re sitting in class and you’re dreading going to practice. You become ineffective after a while. I’ve always used that.

With this team, I experienced something I’ve never experienced in all the years I’ve played and in all the years I’ve coached. There was not one game when I came into the locker room after the game and had to curse them out, or chew them out, because of a lack of effort. I said, “Look, you may have done some silly plays or stupid plays, but I can’t chew you out because of your effort.” So that was a great feeling. Our banquet is this Sunday and that’s the one thing that I’m going to say to these guys. “So we only won four games...but we were right in there.” What a great thing that is, to take forward

in your life, that you can say, “I was on a team where we left it out on the field in 19 games.” I think that’s something that you try to build on. I do notice that there’s a little lackadaisical attitude from some guys who are coming back. This is the first week that we are back training, so I’m waiting for the fitness test results from yesterday. The one thing that I call some of the players here is “part-time players.” “Because if isn’t a sanctioned event by the coaches, you are not playing soccer. You’re not doing stuff on your own.” Do you have that at Penn too?

Rob: Sometimes, yes.

Coach G: There are guys who are slowly buying into it. We have a guy named DC who just graduated. Corey was by no means the best player, but there is a certain toughness about him that I don’t think I see it out there, in our team right now. We don’t have that one leader. We don’t have that DC. DC was a little bit reckless as a player but I am going to miss the kid because of his presence on the team. He was always a kid who was like, “Okay, we are doing this, we’re doing this, we’re doing this...” He wasn’t afraid. He was a pretty strong kid, to get in somebody’s face or get in the face of a group. I don’t see that right now and I don’t know if we need that or not? I’m kind of missing that.

Rob: You walked through your experience at College M, go on from there. Where do you progress?

Coach G: Then, I went to University R for a year. That was a good experience for me. The biggest thing I took from the head coach was not so much the on-the-field stuff, but the team management stuff. He was good. He had tough standards with guys. I borrowed the team contract he had. The team contract was good because it gave me, in the age of liability and accountability and parents coming in and complaining, allowed me to get rid of three guys from the team because they didn’t meet the contract standards...fitness standards. Actually, two guys left and one guy left on his own. Two guys did not meet the fitness standards from the contract and I was able to get rid of them. These guys were just leftovers and both were on scholarship money. One guy was on the highest amount on the team. The coach at University R was really good at managing players. Obviously, did a great job this year. They didn’t have the most talented team. They went to the Sweet 16. I don’t know how the hell they did it with the guys they had. They were the same guys that were there basically, when I was there.

Rob: Tell me a little bit about your national team experience. What have you taken from that?

Coach G: That was a great experience. There were times when I had to pinch myself. Remembering yourself growing up, you were the guy begging to be on the JV basketball team. You were the guy who was happy to be in for four games a year at mop-up time. I would always look around when there were other teams around. Like if the full team was around, the 17s were around, I would look at the coaching staff. By far, you were the worst player. The 17s have Wilmar Cabrera who played in two World Cups. Do you know how far away you were from playing in two World Cups? I played division III soccer and these are the guys you’re sitting in meetings with. In one meeting I was in: Claudio Reyna who played in three World Cups, Wilmar was in two World Cups, Bob

coached in a World Cup, the U17 staff had all coached in the U17 World Cup. There was another guy in the room who had played in a World Cup- I can't recall who it was, at the time...It was Hugo Perez. There were four guys in the room, here, and you're sitting in the room with these guys. Do you know how far away you were from World Cups? You try to enjoy that moment. It made me more passionate about how far away we are from being a good soccer country, but how close we are. I have a passion. It raised my desire for us, that at some point before I die, for us to become a good soccer nation. I think we are so close. I would almost always have a hard time at the end of the week. I would have a meltdown and go into a shell and don't talk to anyone because I know anything I say, I'm going to regret later. A couple of camps we would get to the end and I would get really, really angry with how far the coach brought the team along and then it just ends, right there.

The ability to be surrounded by guys. I think about the guys I had chance to be around. Manfred, for years and years. How many meals I got to eat with Manfred. That is always a learning experience. Every time I talk to him, there's something that I learn. Being around Jimmy, being around Bob Bradley. I had the chance to be around Bruce Arena, Dave Sarachan, all of these guys...Macko, guys like that. Even the expressions that you pick up from guys. You wonder where you get this expression...if I hadn't had been around this guy. Hugo Perez, Caleb Porter, all of these guys, just the experience to be around. Especially Jimmy, Kenny Lola, the head coaches. Tony Lepore was my roommate for like ten years. The conversations we would have. Just the experience of being around all of these guys. Rudy and Scalesy, and Gerry...Bob Jenkins. I had access to be around. The friendships, the relationships that you have with guys.

At the last camp, we counted maybe 50 guys who are in MLS now that we had on the team at one point. Maybe 18-20 guys who are in Europe now. You see Robbie Rogers on TV and you say, "So what?" I just think about him when he was 15. He's no big deal to me. Even Michael Bradley to a certain extent. When we went on a trip, Michael gave us a jersey and my daughter brought the jersey into school and the kids were going nuts. He's done remarkably well for himself. It always felt kind of cool to just wear the stuff. It's where the kids and coaches, the whole scene gets carried away a little bit. When you start wearing this stuff, you have a tendency to take yourself too seriously. I have a lot of pent-up feelings about how much better we can be. You almost feel a little powerless and thinking, "Don't you just wish we could do this." Probably the strongest feeling I had was when we came back from Croatia. I'd say the good majority of their U15 team was with Dinamo Zagreb- a club known for producing players, one of the best in Europe. For the amount of players that they have in the club, they produce more pros than anybody in Europe. These guys are all 15-year-old kids in a pro environment. We beat them in their country. Then the second time we play them, they win 2-1. But, it's a close game. A few calls might have gone their way. It's an even game and we were on them the last ten minutes. So, we play them evenly and now you look at them, and they're ranked 8th in the world. While they're not the same equivalent to maybe Italy or Brazil or Germany, they're still pretty damn good and we could be at that level. Our 15-year-old kids were as good as their 15-year-olds.

Now, we're getting back on the plane and four of our kids who play for Red Bull have a game versus like the Somerset Patriots, the next day in some MAPS league tournament. Where I find out later that the goalkeeper scored two goals. I see how far the head coach and the staff took these guys in such a short period of time and I say to myself, "My god, if we had the right environment for these guys." And we really don't. It's getting better. I think the Academy League is good but it's not the answer for our top players. I don't think until our top coaches are coaching our top players that we are going to get anywhere. So when I see BJ and LT who have this group of kids and they bring this group along in such a short period of time and whose to say that if they had them for longer...and there are peaks and valleys, and we might have just peaked at the end. Every time we have the team together, that it would start off bad and by the end of the week it always got better. We are providing a make-over for a poor girl. We are providing a free make-over for a poor girl and when her hair grows out and when she can't afford these clothes, she's going to be ugly again. That's what we used to do—window dress and make players good for a short period of time and we'd see them two months later and they'd have the same bad habits. It wasn't good, they hold onto the ball for too long. That is the part that I can't let go of.

Rob: How does your experience as a player influence your coaching? Soccer-specific and non-soccer. You already discussed how you got cut from baseball.

Coach G: I think I have a tendency to, hopefully, bring a humanistic quality to coaching. I think that's important. I don't think it's a bad thing if you show your good side, your soft side, and your caring side. I used to think that was a bad quality. Away from soccer, I think I'm pretty easygoing. My wife says, "We have to get a new bathroom." I say, "Okay, how much?" She says "\$5000." I say, "Okay." I'm pretty easygoing, letting things go. In soccer, I am cautious of being too easygoing. I know my personality and before too long, guys are taking advantage. So, I have to put a different face on. The other real important moment was as a senior in college at College T and I was the captain and goalkeeper. Four out of the five first games, I had shutouts. In the sixth game, I was replaced by a freshman and I pretty much just found out right before we went into the locker room. There was no explanation given. The coach was like, "I'm going with the freshman today and just deal with it." He didn't say it, but that was like his...I learned a lot from that.

I think I'm a good communicator but I get feedback a lot of times saying, "You're not." With this team here, in some of my senior exit interviews, guys were saying that they felt that they could speak with the assistant coaches more. I said, "That's good, then. I want that." The way I want to deal with these guys is that I always want them to be a little on edge because they weren't on edge with the old coach. I want them to be a little on edge. I remember Herb Brooks saying in the movie *Miracle*, "I'm not here to be your friend. If you want a friend, you got the assistant coaches to be your friend." I don't want to take it to that level. But I think I have a different way of dealing with the kids here. Getting cut as a senior in baseball and then as a senior in college, losing my position after I didn't feel I really did anything to deserve it. I was one of the co-captains on the team and I was so upset that I knew I was a poison on that team. I was a cancer on that team. I took seven or eight other guys down with me. Now, I know what an influence and what an

unhappy guy can be on the team. That's another thing you have to be aware of is trying to keep as many guys happy, as possible.

Rob: What was your conception of coaching when you played?

Coach G: It was something I wanted to do. I just always wanted to do it. Being called "Coach"- that kind of stuff. I thought that was cool. I always looked up to the coach. I wanted to be that- to be on the sidelines. Wearing sports gear- little things like that. I take it for granted but I still think it's kind of cool to be able to do something like that.

Rob: You spoke about Manfred and Bob. Tell me about some of the effective coaches you played for or coached with and discuss some of their qualities.

Coach G: Bob, Manfred.

Rob: Bob's ability to size people up.

Coach G: Bob's ability to size people up. The observations that he had. One of the things I think I don't do particularly well...I have to really force myself to stay focused within the game, if I'm not coaching. If I am evaluating a game or practice, if it's not a good game, I have a tendency to drift. I'm always amazed how many guys out there can stay in a game even when it's bad and know what this guy's doing and this guy's doing that. Bob is really good at that. Manfred...Mooch Myernick, his professionalism and the energy that he brought to the field everyday- his professional approach to it. I had this guy named Knoll Riley, this friend who I met at a camp in 1983 and he was a guy who worked his way up. He was another guy who was not a great player. He worked his way up all the way to be the assistant coach for Ireland's full team. He just passed away three years ago, suddenly. He had that personality and enthusiasm to be around.

All of these guys that you're around, you have to realize that you are not them. I think a lot of guys on the Region I staff, when I was around, tried too much to be like Bob and Manfred. There's only one Manfred. Manfred and Bob can be, in their assessment of people, they can be straight-on cold. That worked for them. They would bring in a guy and say, "You're just not good enough." I could not say that to somebody. Because I would see the air going out of their balloon, really quick. I couldn't say that. That would not be my language to say to a guy. But they can do it. Manfred can get in a game, play, and things go ok. I can't do that. Manfred was still pretty damn successful at Seton Hall by not being the most ruthless recruiter. I couldn't do that. I couldn't pick just average guys, guys that I liked, just bring in and try to play. I could never do that at College M. You don't have enough time to make them better. I think all of those guys were great but you also have to know who you are. You can't try to be too much like those other guys. That's a big mistake. We admire the tough-guy coach. No one ever says, "Oh gee, he's such a sweet guy." There are a lot of guys out there who aren't crazy and ruthless, and are successful. Joe Torre was not an in-your-face type of guy and he was really successful. You learn through experience. You just get a feel.

Rob: You just said learn from experience. I would consider that an informal learning opportunity. Formal would be coaching schools, structured stuff. Discuss your formal and informal education as a coach.

Coach G: The formal stuff gave me a good basis. There were still some things that were just ingrained in my head. For example, a 2v1. You draw the defender, the pass has to eliminate the defender, the guy receiving the ball should curve his run. Some of those thing, I am really glad I went through. I did the C license when I was a senior in college. Then the B, then the A. And I thought that was the only way that you coach. Then I ran into Bob and he's like, "That's a bunch of nonsense." Formal coaching with classes? I haven't taken a class in a long time. But I still try to go to the Coaches Convention as often as I can. I still try to go into a session and observe, listen, and learn. I guess I don't do much formal coaching education anymore. The only kind of stuff is conversations. I am fortunate enough to have conversations with some really good guys. All those guys at Regional camp. One year at Regional camp, my roommate was Sigi Schmidt. I spent four days at camp with him. We'd just sit up at night and talk about life and soccer. Bruce Arena... a lot. Listening to them, watching what they do. A lot of guys that are really good coaches on the Regional staff, that has been amazing, just to have my foot in the door, to be around all of those guys.

Rob: When you observe a coach, how do you know a coach is good? How do you know they are effective?

Coach G: When I go to watch a coach in the Academy League, I like to listen to what they say. First off, you know a coach is good by the way his team plays. That's the bottom line. If their team is 'playing,' he must be doing something good. A guy like Steve Klein from PA Classics, he was my roommate at the last national team camp. He's not loud and in your face. Watch his teams play. They play pretty damn good. And what's amazing is that the guy is drawing from Pennsylvania Dutch country. That blows me away. Have you been out there to PA Classics? The field smells like cow manure. He's got a pretty decent team. So when I was watching Steve's sessions, he wasn't blowing me away with all the information. But a lot of times, the guy's demeanor, the guy's energy. Jimmy jumps in the games with players. Jimmy is more or less, "Let's let the practice go on, and let's talk about it at night." I would be stopping it way more. Although, I don't want to be stopping it a lot. I say to our coaches, "If we are going to scrimmage for 90 minutes, let's see if we can only stop it 10 times." There are probably 10 breaks in a game. You don't want to stop it, but you don't want to let things go either.

How do I know a guy's effective? I really like to listen to what soccer information they give. This is where I think the Academy is lacking. I really want to hear a guy say, "What are we doing when the ball's moving? Are we putting ourselves in better positions? Do we have a forward option? Are you playing simple? Keep the ball." I don't want to hear tactics or lack of energy, or, "Wake up out there." I don't want to hear that stuff from guys. To be honest, when I go around, I don't... I even like to hear the other team's coach. I like to hear what he says. If a guy's team plays well, you know he must be doing something right. That's the bottom line, is the end product. If the cake comes out tasting good, the guy must know how to bake.

Rob: What do you think is effective instruction?

Coach G: I think effective instruction is 'at the right time, said 'in the right way.' There's still too many sarcastic guys out there. But if sarcasm is part of your personality, it might

work. It might work because the guys might understand. It degrades guys, it's negative. I'm not saying you have to be positive either. You can bury a guy, and if you have the ability to be funny, you can still throw something out there that will make the guy want to do it. Ultimately, isn't that what you want the guy to do? You don't want to make the guy feel bad. You want to get an end result. Anyway you can. The one thing I always liked about Macko was...he looks so worn out and pained by the end of the session. If I am a player, I know one thing- this guy really cares. If this guy cares this much, I have to care too. Whether you have to fake that sometimes- that it hurts you. Sometimes you have to make it look like this effort is killing you. If your players feel that- and you can't use it all the time- but sometimes you have to make them feel like that.

Rob: Do you think you model a lot when you coach? When I say model, I mean behavior.

Coach G: Yeah. I find that what I need as I am getting older is that I need to go into a game with a ton of energy. I like to keep distractions to a minimum. I keep all the little stuff like writing the line-ups out to the assistant coach. I like to come in and purge my head of any other thought. I need two hours of energy. I drink half a bottle of *Five-Hour Energy*, a little caffeine boost to get myself going. Without a doubt you need mental energy. I think you need two hours. It's two of the toughest hours you'll spend is coaching a game, if you're really into it. Some guys are really calm. I don't believe guys can just sit there and watch and it doesn't affect them. Some guys can just sit calmly and then take it into halftime. I could never do that with my teams. I am not saying I'm up and screaming at every play, but I feel like I am. I feel like I am contradicting a lot of the stuff that Manfred says. He would always say that you have to let them play the game. Especially at College M, I felt like the guys needed instruction.

Which also bring me to another point. The one area where I would disagree with Manfred and maybe Jimmy, to a certain extent, is that I think they think that a lot of times if you put the guys in the right environment, the good guys will figure it out. They have to learn how to figure it out. I think there are guys who could be effective players who wouldn't figure it out on their own. In soccer, there are a lot of guys that just agree with, to a certain extent, who they think that you need to give that much instruction. I think you need to give it to a lot of guys, definitely in practice. I want us to do a better job. Two of us go with one team, two go with the other team. And we can be right out in the middle of everything, instead of stopping it all the time. Tell the players, "You have to do this, you have to do that." I think guys need a lot of instruction.

Rob: How much of your coaching is pre-planned vs reactive?

Coach G: In a training session, and even in a game, I feel I yell too much. I'm just constantly telling them to, "Get your head up, keep it moving." When I was at College M, the opposing coach would say, "I'm so sick of you saying 'keep it simple.'" Because we had a bunch of tricksters. "Play it early. Keep it moving." I feel like I'm always saying that and always positioning guys around. What frustrates me, and where I think there's guys who must be much better coaches than me, is when there's guys who don't say much during a game and their team's are getting it done. I would love to be like that. I think a lot of players need a lot of instruction- for sure, during the game.

Rob: Better level, medium level, or lower-level players?

Coach G: I think everybody does. I think everybody needs instruction during the game. I can't think of too many guys where I'd say just let him go because he knows what he's doing. I've had talented guys but I don't know if I've had the most cerebral guys. I can't think of too many guys at College M who had it figured out. They had skill but they didn't have it figured out.

Rob: Coach G, how do you think you learn best, as a coach?

Coach G: Obviously, through experience. You probably learn best through failure. That big thing in the *Talent Code*- the thing about peak practice. Where you put people into situations where they are going to fail because they are going to learn. Through experience and failure, I guess. But I also think you learn by watching other people and listening. The better guys you get to listen to and be around, the more stuff you pick up. You pick up stuff where you might not even realize where you got it from. It just becomes part of your repertoire.

Rob: Incidental learning.

Coach G: Incidental learning?

Rob: Yeah. You're learning without realizing it.

Coach G: I remember Bill Beswick speak. He said a couple of things that I had never heard before. One of the biggest responsibilities of the assistant coach is to take care of the mental welfare of the head coach. I used to say that to Coach, all the time. "I'm taking care of your mental being. I'm sitting here, trying to make you laugh." I had never heard that, and it's really true. The assistant coach, one of his main jobs is to take stress off the head coach. You make sure that the head coach has only got to think about the game. Another thing that he said was when you have bad news to give it right away. If you are going to sit a guy, it will eat you up as much as the other guy. The other thing that I learned from all those guys- Manfred, Bob, Bruce Arena- and one of the biggest reasons they are successful is their honesty with players. I remember being around coaches and it seemed like they were being sneaky about things. They weren't up front. There are not too many guys that like to hear about it. But there are not too many guys that will have a hard time with you, if you're honest with them. There's fine line between being honest and burying a guy. Sometimes, something you say to a guy could be enough to kill their confidence. I don't think I go after a guy individually in front of a group, very often. I don't like that. Our assistant went after one of the guys after the game and I was really uncomfortable with it. I had to calm it down. I let it go. I was uncomfortable with burying a kid in front of the whole team. You can get after a guy, but you have to know which guy you can get after. You don't want to lose a guy.

Rob: Do you think coaching is an art or a science?

Coach G: Probably both. The science part comes in, in strategic things. It's probably more of an art. The art is the dealing with the guys, dealing with people. I think it goes back to the burying the guy- whether you feel comfortable with it. Some guys can get

away with it. One of the best books I ever read was *The Miracle of St. Anthony*. It's about Bob Hurley. Every coach should read that. Now you talk about a coach that coaches to his personality. He is a hard guy to play for. What's amazing is that he had the same types of kids that I did. Yet, he had a completely different style. I was always afraid to go too hard on them. He's over the top with them. But he has more contact with them. He has them for four years. I have some of these guys for three months. He is just over the top with these guys and does nothing to let it go. But he also has one of the greatest expressions that I stole from him: "It's important to me. Is it important to you? I don't know if it's to you. But this is really important to me and if it's not important to you than why are we wasting our time being here? Don't come to St Anthony if it's not the most important thing outside of your family"- he'd say that to guys. He had some good expressions.

There are two things when you read that book. One, you're going to feel like you're really soft. Two, you're going to feel really inferior and that you've accomplished not very much, when you think about what this guy has accomplished. I didn't like him before the book. Some guy I went to high school with, on *Facebook*, I was asking for book suggestions, and he told me to read this one. It's one of the best sports books I ever read. I read *Season on the Brink* twice and I liked it, probably more than any book. But I think I learned more from the Hurley book.

Rob: When do you feel you're at your best?

Coach G: Me, personally, when I've eliminated all the distractions, in my personal life and the soccer life. And I can just concentrate on the game and when I have energy.

Rob: You've obviously started with a new team here. If you were to move to another team, would your approach be the same as it was coming here?

Coach G: Probably not. You have to pick up on where the program was. In a way, I am trying to do the opposite of what they used to do here.

Rob: When you say, "Pick up where the program was," you're assessing them basically?

Coach G: Yeah. You have to know what guys you have. I think that's the biggest thing. Have a feel for summing up people, really quick. I guess that should come natural to people, but I am amazed how many people don't have that quality. I love him to death, but I'm thinking of my assistant coach. He can never read someone's body language. He can after a while. But it's amazing how many times he'll see that I'm overwhelmed with something and he'll throw something on me that's so meaningless. Like right before a game, he'll say, "We're missing a ball, or something."

Rob: Do you think you have a good read on yourself, appraisal of your strengths and weaknesses?

Coach G: I think so. But then, I'll get feedback from my wife. The most negative feedback I get from people is that I give them the impression that I'm not listening when they're talking. That's probably true. That's something I'm trying real hard to work on. I think so. But it's hard to look at yourself. If I listened to this tape, I hate the way my

voice sounds. I'm thinking, how can I be an effective coach because I don't like the way my voice sounds? Which is another thing with coaches is how hard it must be to overcome certain things that you have that players can exploit. To gain respect of guys, you have to look the part. You can't be a goofy guy. There are so many things that go into it. You have to be relatively fit. You have to be relatively groomed the right way. I don't think you go overboard. I think there's too many guys that go overboard that don't even look personable. Too many pretty boys out there. I don't really mind guys wearing sunglasses, but too many guys wear sunglasses to look cool, in the game. You have to be someone who commands respect and I think it's really, really hard to do if you're way overweight. If you have any quality that the kids can exploit, that is tough.

I have worked in tough environments with tough kids. I worked four years, teaching in my last job, at an alternative school. Kids will exploit anything about you that they can. Depending on where you're at, anything could be exploitable. I know every kid, every team, mimics their coach along the line. We all did it. I know my guys do it. It doesn't mean that just because guys are mimicking you that they don't respect you. One of the real important things about being a leader and a coach and it's something which I don't always have but I try to stay aware of is you have to have the answers a lot of times. You have to be pretty organized. I'll gravitate to someone, "Coach, what time are we leaving for..." That's a minimal example. But for the soccer parts, if you strike out with not having the answer. If you don't have the answer, there's two ways: go ask the assistant coach, or I just say, "I didn't even think about that." If you give them an honest answer, I guess they'll be ok with it. But that is an underrated trait. You want a guy who when he's under pressure, will know what to do. If you're getting lost on the way to the game, or forget paperwork, it kind of takes away from your credibility, your mystique, as a coach. I don't remember too many of my coaches who were really good coaches in having off moments like that.

Rob: You offer a different perspective than the other coaches I've interviewed. Is there a difference in coaching goalkeepers compared to field players?

Coach G: I think so. I think we are coaching the wrong things in goalkeepers now. We're just doing the same old stuff. I did a study, and I can send it to you, where we need to work on decision-making plays because there's more of a margin for success in preventing goals on decision-making plays than reaction saves. I think we are spending so much time on reaction saves and that there's more of a margin for success or failure on through balls, breakaways, and crosses. I did a study on that. I am having a hard time getting people to buy in on that. People say they like it, but they're not really doing anything about it. These guys that I work with, with the national team, they bust my chops a lot from the sessions I do with the guys. We'll just fill the box with guys. I used to use the equipment guys to fill the box. There's a huge difference and you'll see a huge amount of mistakes on crosses in a crowded area. Now, especially in college soccer, you might not get as many as you would in the pros. There's a huge margin for success or error in crosses in the box. I want guys who can do it consistently and it's not an adventure for them. There are so many variables. The path you have to take to the ball is so much different now, when the box is crowded.

The bigger area for success and failure is on through-balls and breakaways because there's so many different strategies that you could use for saving them. I think you need to put these guys through constant repetition of through-balls and breakaways- for them to know their range, for them to know these little strategies. I am very big on, for through-balls, instead of coming out slowly and passively with your feet set, I am really big on getting out as fast as you can and get right on top of the guy because you know as a player that if I'm this close to you, you don't like it as much as when I'm back four more yards and I am standing like this. When you're back four yards and you're standing like this, you are basically done. But if I'm coming out, even if I'm not completely under control...now you have to stand up and get your feet set. I'm not saying that's not true. But I would rather have a guy, right on top of you. I know it works. I've seen it happen over and over again. That's a whole other thing.

Rob: How do you balance a competitive environment, where you need to get results, with a learning environment?

Coach G: That's a good one. You have to know your team needs. At College M, when we got to a certain point, where we could move the ball, that's what we wanted to make it. We wanted to make the practices harder than the games. Here, I don't know if we've got to that point, as much. Because what I also noticed here was that competing in practice wasn't something that was stressed a lot in practice. It didn't bother the guys to lose a small-sided game. It didn't bother them that much. That's what I like about Jimmy's practices, he's right in the middle of them. He wants guys to compete. For a guy who off the field is so mild mannered, on the field he's pretty competitive. It's also knowing your team- what does your team need? One really good thing I read the other day was...I don't know if you saw it about Bayern Munich's youth system. The guys in charge of the program said... everyone says that you can't emphasize winning. The Bayern guy said you have to, to a certain extent, because it's only natural to want to win and you can't put that away. It's a fine line. He was like the first guy to say even when the kids are young you still want to teach them to learn how to win. But there's this fine line between taking it too far.

<END OF INTERVIEW>

APPENDIX H: COACH H TRANSCRIBED INTERVIEW

<BEGINNING OF INTERVIEW>

Rob: I want to hear your story. What drew you into coaching?

Coach H: Here's the thing. I consider myself lucky and fortunate that I have had very good coaches. Coaches that have been significant in the game of soccer. I had a little bit of contact with a person I admired, Sepp Herberger. Sepp Herberger goes down in the history of German soccer as a unique man. One that laid the foundation that German soccer still benefits from. What you saw here in the US, as the ODP program, was the basic model. But, what we did here was we only took it halfway. ODP in Germany, is not only a good model, but it's something that works. First of all, they made it pay-free where it was pay-free from the start. It covers everything. You can't get lost in that system because it starts at the very beginning with the smallest unit which is the district, if you want to call it. And if you're one of the best kids in the district, you have the chance to go to the next biggest area. Until you arrive at the state team, so to speak. Mind you, Germany is a lot smaller than the US. So in the state of New Jersey, we would have maybe two or three of these training centers. So you can imagine how concentrated. Fulltime training center, with fulltime coaches, with the best kids each year, having the chance to go there. Being evaluated, not in a day or two- but from the whole week. It's by invitation. In you're anywhere near a good player, they will know you. You can't get lost over there. Here, we deal with so much waste, it's totally amazing.

Rob: What do you mean by waste? Like layers?

Coach H: Waste is people that fall by the wayside for the wrong reasons. Talent that exists or could be developed, that we never get around to. Everything here, there's so much waste and so much abundance. Even when we talk about clothes. We wear it, then throw it away. Buy some good stuff that lasts a long time! So, the efficiency factor is very high, German soccer lives off. Maybe it's because of need, but you have to make the most of the least. Which is an important item. The one thing that German soccer can say about its history is they have a way of not beating themselves. A lot of other countries, with all the talent they have, they find a way to beat themselves. That is a scenario that exists all over the place. Dettmar Cramer, who came here and started the coaching school, he was the first guy on a fulltime basis that was actually the first fulltime coach that they hired.

Rob: So he was a German guy who immigrated to the US and started the coaching schools?

Coach H: Yes. He's probably the first fulltime coach in the '70s that we had. He was a very prominent coach over there. He is worldwide known, even as far as FIFA circles. He might be now in the 90s, but he's as sharp as a fiddle. He's a German lexicon. I was lucky enough to be a typical ODP kid, playing for him. Then, he became a coach here

and he started the coaching schools. I was lucky enough to be invited, or sent by the state, to this first school. So, that's how I ended up with my license. The license that I got here was in the first course ever; to get this thing off the ground. In that first week, there were three people all together who got an A license. And I'm one of them. It's just a little nostalgia- but I have one of them. Miller has one. I forget who has the other one. Maybe, Gene Chyzowych.

So he was a huge figure in getting ODP off the ground and having people understand what's going on here. For the most part, until the Academy system kicked in, ODP was our vehicle to get players all the way up the ladder. It was definitely a tool and a system put in place by Dettmar Cramer, who was definitely a huge figure. On the more local level in Germany, the other person who was special was Hennes Rehhagel who coached club soccer. He was also the guy that ran the coaching school in Germany. Before I got my license here, I took the one-year course in Germany- a fulltime, one-year. It's actually six days a week. You end up with two things. One, the DFB which means you're allowed to coach Bundesliga. That's the top license they have.

Along with that, you get a certificate for teaching in the school. With that, you could go to any school and get a job as a teacher. You could not really compare the content of the course over there because we had like 18 different classes which included organization, administration, referee courses. You had to be examined as a masseur. You had to take a massage course- from top to bottom. The reason why they were so inclusive was not because they wanted you to become the masseur, but that you had the knowledge. You have to understand in Germany that the coach basically is the top figure that makes all the big decisions. If I was in charge of a Bundesliga club, and I want to hire a masseur, I want to know if the guy really knows what he's doing. That was the purpose, not for me ending up being the masseur. In order to be efficient, they wanted to ensure that people have their act together and had been exposed to all the different possibilities. Of course, that includes the coaching part of it.

Rob: Coach H, what made you decide to go over and do this course?

Coach H: I always wanted to make sure that I had a license and a good friend of mine had taken it the year before and said it was a great thing. That also included courses in anatomy and physiology, so you also have a good amount of knowledge about injuries and the sciences. They went so far, in that you had to know every muscle and every bone by its Latin name. They weren't fooling around.

In the end, coaching comes down to personality. It's about personality. It's about how to transmit and understand the game and help others understand it, too. It's all about an understanding, in the end. From my personal view, it's about digging a little deeper and understanding the nature of the game. What is the game all about? What does it mean to people? How is it appealing to kids around the world? How has soccer become such a force internationally? Me coming here to the States and I'm looking around and soccer is only played here by the immigrants, and not too many American people playing it. I'm saying to myself, "How is the game ever going to manage to make it here?" The odds

were clearly stacked against it. It was just an immigrant sport, period. It was still at a pretty good level, however they were never organized, their training was never great. But accomplished players, who had learned how to play the game well elsewhere, ended up in America and kept playing it. To give you an example, I came on a visit in '63 and a friend of mine took me to the Brooklyn Armory where the Greek-Americans were playing the New York-Hungarians indoor in the winter. The Hungarians had a team you would not believe. They had benefitted from the Hungarian Revolution where the best players got out because before they couldn't get out. They went from Hungary, the top players, to Spain to play in the Spanish first division, and ended up in New York after that. Now, I'm watching this game and I am really surprised at the level. There's probably not one American person on the field.

To give you perspective, that year the New York-Hungarians won the Open Cup. When you win the Open Cup, you're in CONCACAF. They went to Mexico and beat the Mexicans in Azteca. Then I started playing here, on vacation first, visiting my aunt. We played the New York-Hungarians with the local club, Elizabeth Sports Club, and they had six Hungarian internationals on the field. In those days, that was just the environment that soccer flourished in, except it was hidden. They have two, three, four thousand people but it's all ethnic. It's not an American sport.

The big milestone here was the NASL. It was on and off. But when Pele showed up, things changed. For me, it was clearly a milestone in terms of awareness because Americans respond to money. All of a sudden, here's the highest paid athlete in the world. That will ring some bells. How can a guy make that kind of money? I think his contract was something like \$7million and in these days \$7 million was an awful lot of money. He was clearly the highest paid athlete, at least by American standards, and Americans always paid better than the rest of them. That's when the typical American kid started to play soccer. Then, things started to roll. Coming back to the first question. What's going to win the battle? What's going to make the difference? I think I have no better answer than the ball itself. I think the ball itself has magic that trumps everything else. To a kid, the ball itself has to be the magic toy. Now you try to compare soccer with the rest of the sports and I'm obviously biased but it's the ultimate sport. It's the ultimate sport because it's the hardest to play because you have to play it with your feet. All the others are played with their hands. There's a big difference, a huge difference. That's the furthest from your brain, your feet. The other ones are a little closer to the brain. It's a shorter distance to manage.

Rob: When Pele signed with the Cosmos, what were you doing at that time?

Coach H: I was playing in the league at that time. I was a player, playing on good teams. As far as coming here and staying here, in '70, the local club here- we won the Open Cup. In '72, we won the Open Cup. In '73, I played for the Atoms which was a new franchise in the NASL, in Philadelphia. As a new franchise in the NASL, we won the league as well. Al Miller was the coach. I was his assistant and player. I would say 75% player, 25% assistant.

Rob: How did you get roped into being the assistant, as well?

Coach H: Al Miller's best quality was that he was a very good organizer. Very sharp guy in terms of putting things together and managing things. He had the task of putting a new franchise together. The interest that he had in me was not only would he get a possible assistant and a player, but also access to a player market in the German-American league. Because, I played in the German-American league in the metropolitan area and I knew all the better players by playing against them on a week-by-week basis. I knew the top players and Al could say, "Look, we need..." There's a standard, there's a measure. "He's good" is a debatable item. Unless you experience it, you have no idea if good is good. At least I have hands on, physical, direct experience by playing and also by getting involved with the coaching at the same time. Because the coach's job, for some of them, was only managers. Here, at the local club in Union, we ended up with a manager and I would do all the training.

Rob: What was your first experience coaching? Was it with the local Union team?

Coach H: Yeah. Somebody has to do it. The guy wasn't able to get out on the field. So he said, "Why don't you run the sessions?"

Rob: I'm just curious about why it was you and not someone else?

Coach H: I have no idea. There was nobody who was really taking charge or ownership. We had Jakey Bradley one year, and two years later, we only had a manager.

Rob: Did you fall into it, almost?

Coach H: Yes, I fell into it. It just happened. I think what I have always lived off for or what has helped me so much is that it was more instinct than rationale. My measure was always, "Do I want to play with the guy or against him." And then I had the answer. I think that is very basic and for me, it has served me very well. First year, we won the Open Cup, we have a coach, this Scotch guy- wonderful guy. He wasn't a guy who was theoretical. He was practical, former Scottish international that knew the game and had a unique ability to bring a group together. His biggest thing was that he made you feel good. There was a certain amount of trust. There was a building of trust in an inner circle that took place. I think that was the main reason that we became a pretty good team that played up to its ability. As I was getting more involved in the coaching end, there was a manager who was along the same way. It's just about loyalty. Once you're in battle, once you're out there fighting it out, it's about who can you trust and who do you want to have next to you. Those were the main pillars in terms of how we decided who was going to be out there making the team and getting this thing moving.

So that's '70, '72. Then Al Miller calls me in '73, so it's going pretty quick, one after the other. We end up at Texas Stadium beating the Tornado in the final. At that time, the league was not what it was later because it was expanding. We had nine teams, at the time. I was only there for one year. Then I got a call from a guy who wanted me to put

together a team in Rhode Island- the Rhode Island Oceaneers. That was the American Soccer League. So we had the NASL and the American Soccer League which was kind of the second division, if you want to call it- though they wouldn't want to hear that. I wouldn't say that the American league was so far behind except the NASL paid better- let's put it in this way. There was still plenty. In a country with so many people, with so many immigrants out there, that were ready to play, that a case could be made that the better American Soccer League teams could put up very well with the NASL teams. On the field, it wasn't like the differences were so great. But in technical terms, it would be like a second division. I knew enough guys and we agreed on terms, we agreed on the whole operation. There was the general manager and myself and the guy that put up the money. That was it. There were two people. He ran the office and I ran the soccer. It was a one man operation and I knew enough guys that all I had to do was get on the phone with guys who I had played with or played against and say, "Look, here's what we can do; do you want to be a part of this?"

Rob: Is it safe to say that the Rhode Island experience was your first...

Coach H: On my own, from scratch.

Rob: Run me down that experience.

Coach H: There's me and the general manager. We had open tryouts. We had a place to play, a place to train. I started making phone calls to guys that I thought were good enough to play in the league, that I would like to have on the team. I was pretty lucky because I ended up with guys that were cast away by the Cosmos. In Philadelphia, the Cosmos were in our group and we knocked them off first before we got into the playoffs. We won two and tied one against them. That was before Pele. Pele came in '75. We were mostly young guys. We had myself, Charlie McCully, and a Scottish international Eddie McCready who had come over from Chelsea- were the three older guys. The rest of the guys were the younger guys- guys in the twenties. We got one kid picked out of the open try-outs- Juan Cano. He was 17, Colombian born, wonderful little guy, very gifted, talented, we thought he was great. So we never looked at resumes. "If you want to tell me who you are, come and play. We'll take care of it there. Don't tell me what you've done. Don't tell me who you are. Just come and play and we'll know by the end where you fit in." That's how we did everything. Everything I've ever done had to play itself out on the field. There was never any "show me your resume." I wanted to see it in person. I would say in a session or two, I would have an idea if I liked a guy or not.

Rob: How did you know if you liked a guy or not? What are you looking at?

Coach H: When you play with someone, it's the fastest and best way to understand what's going on in his head; can he make plays? Is he active? Is he involved? Is he hiding? It's particularly off-the-ball, I think. Which is not always so easy to come to grips with, when people don't have the ball. Guys that are staying in the game; guys that you get on the same page with; guys that have a mental connection. Because in the end, you will see it's all about the mind. The whole thing is mind over matter. It's got to end

up where your body and the ball simply become an instrument of your great ideas. That's the final outcome. It's about great minds. Because soccer by itself can be very boring and it can be extremely exciting. Exciting soccer is soccer with ideas. Soccer without ideas is absolutely boring- it's just people getting a workout. They slug it out with mechanics. Upstairs, nothing happens.

Rob: What's your role as a coach, to bring out these ideas?

Coach H: To motivate, to help players with a better understanding. It's about the gifts and talents, on the mental side, that drive the engine in the end. That need to be fostered, nurtured, encouraged, and guided. Talent is everywhere. We just need it to come to the forefront. "If it's not in there, you and me are not going to get it out." There's got to be something inside that little person, or that player. That gift needs to be there. Coaches have this funny way of saying, "Oh, I made this guy." Or, if there's a good guy, they all want to take responsibility for it. I don't agree with this. The only thing we could maybe take credit for is that we created an environment in which these gifts and talents to emerge, to unlock them. Maybe god gave all of us a perfect brain but it may take a lifetime to turn it on. We start with the premise that everyone is special. You're a miracle. You have to start with the idea that you are a miracle because god doesn't make mistakes- he only makes miracles. In the end, if things don't work out, you don't fail, you only misplace- you haven't found your place yet. If you're in search of people's gifts and talents, you will find them. You will then manage to create an atmosphere where this can come out. Where you can say, "This is not going to be easy but believe me, you can do this."

Rob: How do you create this environment, as a coach?

Coach H: You say, "Let's play and go after it." When I talk later with the younger players in school, I would always make sure in the beginning to say, "Let's just get past the point that, we are not perfect." The game is always bigger than the ones that played. There's no perfect players because the demand is too great. The game demands, the player responds. The demand is always greater than we can respond to. The question is: how potent and how intense is our response? To taste that always takes us a little bit further. If you think you've managed to get yourself to the next level, guess what? There is the next one waiting for you. It never ends. That is the beauty. That is why it's so refreshing- that it never gets old. The game does not get old. It does not get boring, for the right guy. No matter how old you get, you still enjoy the playmaking part of it. The moments when you're in control, the moments when you know you got it right. They are so powerful that they bring you back for more. Players reward themselves in the end by playing well. Playing well is the key. That drives the engine.

Obviously, we are doing it in a competitive way. One is outdoing each other on a day-by-day basis and pushes everybody's excellence further up the ladder. The better teams get better from the inside, out. The internal competition drives the engine. Because if you're lucky enough to have a core group of players to begin with that sets a standard, that sets a measure that the new ones have to rise up to. We're talking about college with

the freshmen, and hopefully you have some leadership from the upper-classmen. It's a very natural, evolving process that never ends- you never arrive. You're always on your way to making it a little bit better. I say to my players, "If we know we are not perfect than we can move on and use every session, everyday, every moment to make ourselves a little bit better." In the end, it creates an attitude, an environment where people believe in the same things, enjoy the same kind of challenges, knowing that it's a sport you cannot be perfect in. But, let's make sure that the amount of plays that we can pull off, increase. The more we can make plays and complete plays, the more fun it's going to be. Things can be driven by two huge forces: the enjoyment and the fun of play, and the drive to be better.

The other one that is very powerful is fear. To give an example, if we were driving somewhere and I were to say, "Rob, when we get there, make sure to call the local pizzeria because we're going to be pretty hungry and we want to sit down and eat. Here's the number for the pizzeria." The chances are, by the time we get moving that you'll say, "What was that number, again?" "You mean you forgot already?" But if I told you from the start, "Rob, when we get over there, we definitely want to have pizza. Here's the number and god forbid you don't have that pizza ready and you forget that number...I'm going to kill you." You will remember that number.

Rob: These are two opposites.

Coach H: But they both have extreme power.

Rob: How do you operate?

Coach H: I definitely prefer the fun, where you just can't stay away. You're just so hooked where you've tasted such a wonderful feeling of playmaking and mental pleasure. Because the game becomes a mental affair. Not so much a physical one. We all understand you need to be fit, but ... The good players, the ones that have it upstairs, have a real chance to play themselves fit. Because the game will always demand more running than you can actually do. There's always more reason to run. You just have to learn how to manage how far you can take it before you pass out halfway through the game. But still at the end, make sure you're completely exhausted. Way too many guys, especially when they get old, they pretend when they come out of a game, "Yeah, I still feel pretty good." That's because you haven't run enough- you haven't emptied yourself out. Helping guys understand 'emptying yourself out' is a good thing. What else can you do with energy, but use it. You can't hoard it, you can't store it. You can only use it and get rid of it and hopefully in the process make something happen. Then you get new energy and the body will change to a higher level of what you're asking for. It's always the competitive, beautiful mind pushing the limited body for more.

Rob: When that approach doesn't work with some players is that when you use...

Coach H: I would like to surround myself with guys...I think I have always done best when I could pick my own guys, when I can make my own bed. Because then I know I

will end up with these kinds of guys. Now if they told me, “Here’s a bunch of guys, let’s see what you can do with them,” I may have a problem. Because I’m not so keen on this other end where you could put a guy under the gun and... Even this payment for play, is basically corruption. You’re offering guys money to do better. I actually refused to sign a piece of paper that said we’ll give you money if you agree to do a little bit more. I said, “You’ve got to be kidding me.” That already tells me that you don’t trust me. If I need a piece of paper to tell you that I will do my best, then we shouldn’t be doing this. If I cannot get out on the field and have the belief to leave everything on the field, every time I go there, then why should I be doing this? Even at my age, with my limited ability and fitness, I make sure that I’m totally exhausted. Other than that, I would say I’ve cheated myself out of something that I could of made better and didn’t do it. If we can have that attitude ourselves, that will be the most powerful tool for others to see because I can’t really change people. I cannot change you. If I already am what I want you to be, that is my best chance.

Rob: It’s modeling?

Coach H: Modeling is the key, yes.

Rob: Go through your time in Rhode Island.

Coach H: So now we have a team, totally from scratch- mostly young guys, inexperienced. But I knew the talent level. I knew that they were the good guys. One guy I would point out is Arnold Mausser. Arnold Mausser ended up playing maybe 60 times for the national team. Well, the Cosmos didn’t like him. He tried out for them. They didn’t want him. I said, “Come to Rhode Island.” In the first year, new franchise, American Soccer League maybe second division if you want to call it that, we won the whole league. Didn’t even lose a game in the regular season. I was player-coach. Training was always spending a lot of time on getting good with the ball. We played a lot of small-sided soccer because I believe small-sided soccer is the key to becoming an accomplished player. If things don’t go so well, don’t look at the sophisticated stuff- look at the basics. Then we are not good enough at the basic building blocks- the one-on-ones, the two-on-ones, and the two-on-twos. If we are really, really good at that, then we will get there. As a matter of fact, that is the problem we have in youth soccer here. We skip the basics.

Bob Bradley and me used to argue, in the clinics that we did in the state here, that it would take a 100 little steps to become an accomplished player. Bob would say, “It’s a thousand.” Because he made smaller steps. What they typically do in America is we skip the first 99 and go to 100 and wonder why the stuff isn’t going so well. In the most fundamental basic things, you cannot cheat. The beauty is by going about it that way, starting with the small units, there is no mystery. This whole thing about getting good- it’s not a secret whatsoever. There’s no secret recipes out there that one has and the other doesn’t. It’s just commitment and time. Commitment to excellence, commitment to the basics. Arriving at an understanding about what it means when we say the game demands and the player responds. That’s why in the end, this nonsense about Latin

players, these players...there's only old and young. There are only two types of players: good ones and bad ones. This other stuff doesn't matter. How good are you when you step out on the field?

Give you one sentimental little story: I'm on the bus with the Olympic team in Honduras. Actually, on that day we were the national team because, at that time when I worked with the Olympic team, we were pretty much everything the other teams needed. Wherever the invitation was, we went. One minute it was the Olympic team, then it was the under21, then it was the full national team- it was always the same guys. I'm on the bus going from *Tegucigalpa* to San Pedro Sula and we're driving through the banana plantations and it occurred to me that there's a guy out there in the plantation picking bananas whose son might end up on the Honduran national team. This guy's out there picking bananas. We could have a guy on our team whose father is the President of the United States. By the time these two guys put on a pair of shorts and t-shirt and step out to play, they're on even terms- all the labels come off. Nothing matters anymore. It's you against me. It's what we're doing now. It's a comforting thing. Nobody has an advantage, in that sense. It's only what have I done to move myself along as a soccer player and how good am I? You need to enjoy that challenge. Overcome the fear of failing, in some way.

Rob: What types of things do you do so that they're not worried about the fear of failure? What do you do as a coach?

Coach H: I've always had good response by having these types of conversations with the players. Talking about that this is something that exists, that is real. In the end, it's a battle of wits. How can we be in the business of constantly finding advantage? How can I take what I can do and make it work for me to overcome what you can do? Put everything on the table and then we argue about it. What's better, what's good, what's not? Then, as soon as we're done with the argument, we go out on the field and we see what works, what holds up, and what doesn't hold up. Not having any pretense that "only this can be good." It's on the drawing board; we're throwing it on the table.

Rob: You said, "Get stuff on the table" with the players and have discussions with them. Let's talk about relationship building.

Coach H: The best way to do this when you deal with players, and mostly younger players, is not to be so quick to tell them everything you know, it's more asking questions. Asking questions is the big key.

Rob: You're asking the players questions?

Coach H: Yes. I know where I want this thing to go, so I can phrase my question in a manner that leads up to something. But I want them to get involved in the thinking process, about how to solve problems. It's all about solving problems- all day long. How can you do this? Can you do this? What about that? Have you thought about this? It goes on and on and on. You talked about modeling, so when I'm dealing with kids, to

the best of my ability, I try to make plays. At least in the area which I can still do it, like making passes. I can't dribble anymore because my balance has gone. My fitness is gone. But I can still demonstrate what its like to be economic and good with the ball. Not to give the ball away and to find others. With the huge handicap of not being fit anymore, not being able to dribble, to somehow make a contribution in the game as one example of what one can do when one is clever and smart enough not to go crazy. And on the other hand, to have the confidence, and at my range in a smaller area because once it gets on the big field, it's over because it's all about foot races. But if it's in a small area, I can hang in there and still manage to make plays that make sense and make a contribution.

Rob: That's soccer-specific, tactical stuff about the game, creating situations where the players are solving problems. What do you do off the field with the players for developing relationships?

Coach H: It's all about truly, deeply getting to know each other.

Rob: How do you do that?

Coach H: Having conversations. Talking to them. It's by what you say and what you do, what you stand up for, the things you argue for, and what you believe in. In other words, what you then find out real quick is how much moving yourself along within soccer relates to life, in general. It's almost identical. All the lessons learned, there are always identical to what life is all about. I've seen players that played for me at University HS, that had taken it to a certain level. Then, they moved on in their private lives. They became young men, they have families, and they have kids. Then, they come back and they play. I'm always surprised how much better they've become. Not necessarily because they've played so much, in the meantime. But because they have matured as a person. That maturity reflects immediately in what they do soccer-wise. It's amazing when you watch it. The game, as a byproduct or side effect, helps you mature because it's just something that cuts out all the nonsense. You can't pretend for too long. The game will keep you honest. What you really arrive at in the end is life lessons that are a little bit like this. How to differentiate between activities that are life-enhancing and activities that wear you down, that are filled with stress. You feel beat up and "how much longer can I do this?" Things you really like to do, you can never get tired of- you have all the energy in the world to do. Things you hate to do, you get fed up and you have no time. If you had no choice but to stay with that, it kills you in the long run. The art of living is to live the moment.

Rob: You have energy in things you like to do, as opposed to activities which strain you. As a coach when you plan things, do you consider the players' perspective?

Coach H: Yes. I always see the game through the players' eyes. That's key. Obviously, that comes with experience and doing it long enough. I don't make plans anymore. On my way to the field...

Rob: Have you always been like that?

Coach H: Yes, very much. I never had a piece of paper and said, "We're going to do this and this." I just walk out and we do the typical, little appetizing activities like 5-v-2, and before you know it...It was mostly feeding off the mood and the guys.

Rob: You're coaching off "feel"?

Coach H: Yes. Yes, feel. How I feel and what kind of response did it get. It always ended up that the competition was the center of things. If you simply go from small-sided to the bigger one, you can't fail. Starting off with the smaller items, and polishing up. In Rhode Island, it was full-time there, we practiced in the evening because one guy was a part-timer. He couldn't leave his job, he was a mason. I would also have guys come in, in the morning, two, three, four guys, at a time. We would work on technical stuff, shooting, things like this. Doing things that belonged in the one-on-one kind of training- small unit stuff, and technical stuff. Other than that, we would always end up playing, playing. Play is at the center of everything. When it comes to sport, I'm worried in America that we are not going to be the same people anymore...maybe that can be said around the world, too. We don't play enough anymore. Play is central to human development.

Rob: Why? Is it because of enjoyment?

Coach H: No. You find out who you are. You're only totally free, you're only totally human in play. Play is the time and place when you find out that the beautiful mind and the limited body push each other around- interact and meet each other. The brilliant mind is dictating to the limited body and is asking for more. That is what play is all about. Look at the animal world. Animals play to hone the skills they need for survival. Kids play pretend all the time. This is the beauty about becoming a parent. What's even nicer is when you are a grandparent and going through it a second time around because you have a little more of an idea of what you might get yourself into. To see how a human mind and body come around is such a wonderful thing to observe and be part of. It's all about our interaction.

A person is only free and fully human, in play. Play in its purest form demonstrates freedom, love, and humanity. Do not impose- propose and invite. You can't force people what to do. You can only say, "If you're interested, you can come and play with us." But then, there will be things going on that have a set of rules. The question is do you want to be a part of that. But you always have a choice. You can always walk away. Or, you can say, "I like this, this is appealing to me." You cannot really tell people what to do. People don't like that, to begin with.

Rob: They have to have an intrinsic motivation.

Coach H: Find a way to motivate them, to change their attitude. When you change the way you look at things, the things you look at change.

Rob: Is it safe to say when you have a player you're having trouble motivating, you ask them to evaluate how they're looking at things?

Coach H: To give you a simple example. If there's this much snow out there, some people go, "Oh, there's so much snow, I have to go out and shovel." They feel a burden is being put on them because they have to go out and do the physical labor. The guy that says, "This is a nice chance to get a workout." This guy goes out there and he's having a great time, he gets the job done, and he's pretty happy with what he did. It's how we perceive things, it makes all the difference. The phrase "do not impose, propose and invite" is from Pope Benedict. He felt as a Pope, he couldn't force the congregation, the membership, to be something else. He can only say, "You're invited here, you're always welcome. Here's what we do and if it's something you like, we'd be more than happy to have you around." To force anybody into something, doesn't work. It makes no sense. Another one: "instruction can do much, encouragement can do everything." Tactics is such a scary word. The simplest way I can say this is, "Behavior with a purpose."

"Some of the most complex situations are often solved with simple answers." Simple steps, right? "Great things have been accomplished by taking little steps." You know what daydreaming is about? When people kind of drift off, drift away. It could be before you wake up, before you fall asleep, when your mind is wondering off. You almost would say that your mind is leaving the body for a little while and doesn't seem to be bound down by the limitations of the body because in my mind I can be anywhere I want to be. I could be in Beijing right now and two seconds later in Istanbul because of what these places look like and I see myself there. Daydreaming is actually very good and healthy because your most beautiful ideas will come to you while you're daydreaming. It's healthy. It's food for the mind. It puts you in a situation where things will come to you that normally wouldn't.

Rob: It's the unconscious mind.

Coach H: Yes.

Rob: Do you think coaching is an art or science?

Coach H: Both. It's a combination of both. I enjoy the art form more than the other one. But it's definitely both. The art form is the living in the moment. You need to learn how to live in the moment. That's actually the art of living anyhow because that's all you're ever going to get in life- one moment at a time. The question is how can you make this as big, useful, enjoyable, and productive as you can make that. The fact alone that we are sitting here, you and me, is a wonderful thing because it's an exchange of two great minds throwing stuff around. That's what life is all about. But it doesn't come on its own, so much. We can daydream and have ideas but it's really interesting when we do it in response to others.

I'll read something to you that I wrote in response to Bruce Arena coming back from the World Cup. This main thing was: where are the players? Because as a coach, you're

only as good as your players. He's got everything out of them and in the end we could only get so far. So I wrote: "if you want to be a player, you need to play." We can do all kinds of strange things that have nothing to do with playing, but we need to get better at playing. It doesn't work right?

"America took free play and transformed it into a business, an industry. We are busy otherwise and find no time to play. You cannot organize free play. Free play breeds imagination, enjoyment, passion, and fun that leads to the discovery of talent. The beautiful game has been commercialized. It's pay for play. Self-proclaimed experts sell false hope, dreams and expectations to kids and their parents and the end result is burnout. Children's playtime for enjoyment has been changed to organized labor camp. In labor camp, children's imagination, ingenuity, self-expression are not required nor welcome. Instead, drills, instruction, lectures fill the agenda. Kids like to explore, learn to discover on their own terms. Problem-solving, free-thinking, and mastering basic concepts should be a fun activity. Playing soccer should be the road for exploring the beautiful mind and body. Burnout is a mental thing- an emptiness of the mind, a lack of enthusiasm, and a lack of joyful anticipation."

That's what burnout is. We have that way too much because we make a math-class out of soccer. Not that math class, in itself, should be a bad thing. But kids come to play to get away from this typical instruction. They want to do what they like to do. They want to find out what they are made of. School is something where they just try to stuff things into you- which is something I also argue about all the time.

Give an example: my son Karl ended up teaching at a private school- math. After the first year teaching math, the whole school signed up for his math class. I ran into people and they'd say, "My daughter is in your son's math class, they're all excited." I'm saying to myself, "What's wrong with them?" Karl says, "It's pretty simple. When we get in the classroom, I put the question on the board over here, and I go over to the other board and put the correct answer. And I'll let them find a way to get from the question to the answer. I don't give them the formula. I let them work on it whether on their own, in a group, I don't care. As long as they concern themselves with finding out how they got from this to this." And this had them all involved. By them proving to themselves, by the end of the session, that they found a way, makes them feel good. What really makes you feel good on a day-by-day basis is doing good things and proving to yourself that you master it, that you can do it.

Here's an example: there's a pond with water lilies on top of it. There's one water lily. The next day, it's two. The next, day it's four. The next day, it's eight. In thirty days, the whole pond is covered. When was it half full?

Rob: The day earlier.

Coach H: The day earlier. Now, you solved a math problem, just like that. Makes you feel good, doesn't it? That's one experience. You had the best possible experience you could have: being asked a question and answering correctly. The next person would

think for a little bit and after a minute or two they say, “I don’t get it. Give me the answer.” When you give them the answer and they realize it, they experience a negative experience. “How could I be so stupid?” Then you have the third kind of guy who doesn’t know the answer right off the bat. But he will say, “Don’t tell me. Even if it takes a week, I will figure it out.” We need to get people involved with giving themselves good experiences, by proving to themselves that they can do it. That’s a good teacher- one who doesn’t give all the answers. The other example is when my daughter was in the first grade. She said, “You know Pop, we have the stupidest teacher in the world. Because she’s asking us all the questions.” But she’s the best one. “Skill is executing great ideas. The rest is just technique.” I no longer use the word skill so, I don’t get it mixed up with the technical abilities. So we could have a bunch of guys technically pretty adept, but they can’t play. Skill starts with an idea that you now can pull off. Then, you have skill. That’s no different than tactics is behavior with a purpose. You can get something done.

Rob: So skill is application of technique with the correct decision?

Coach H: Skill requires some technical ability. But here’s the difference. What makes for a great pass? What would you say?

Rob: It has the proper weight behind it and it has the proper direction; I’m going to lead you, where I want you to go.

Coach H: Ok, good. Most of the answers you would get from your players or anyone else, would address the technical aspects of it getting struck: it’s got bend, it was chipped, it’s got dip, it’s got all of the technical elements in it. They’re good answers, there’s nothing really wrong with it. But then I would say, “If I have the ball and you are 25 yards away, and if I already know what you want to do with the ball when you get it, and I can put you on your way to do it, then I’ve made a great pass.” The skill answer begins with an understanding and an idea that became executed- now we have skill. If I am technically clean and perfect, or close to perfect, I could strike that 40 yard ball right on the dot, but I gave it to the wrong guy. I gave it to the guy who couldn’t score, he had nothing to do with the game, he was all by himself, all the way in the corner. It was a great display of technique but it meant nothing. It didn’t create an advantage and maybe it created a disadvantage.

“Vision and reading the game, leads to good decisions.” “You can’t give the answer, if you don’t understand the question.” Most people didn’t understand the question that’s why they couldn’t give an answer. “You can’t give what you don’t have.” “After the game is before the game.” As soon as one game ends, the preparation begins for the next one. That’s Sepp Herberger. “Attacking is a privilege that comes after good defending.” You will find out real quick, especially when you play small-sided stuff, that first you have to learn to defend yourself. Most goals come off the counter, at the level when it’s pretty close. “Every opponent is a great team, unless you make them look bad.” Mentally, you always need to prepare for the worst. That they are very good. As the game goes on, you make them look like second-class. “The most important play is the

next play.” You’re always on to the next play. I hate these guys that have these poses when they miss a shot and they’re like “oh my god.” Who are you kidding? Are you trying to make it look like you’ve never missed the goal. “There is beauty in simplicity.” That’s Angus McAlpine. It’s the simple stuff. All of this comes from the conversations that we have together.

Rob: How do you learn best?

Coach H: Day dreaming, conversations, practical experience. Here’s a nice little thing that comes from Mark Twain: “If I would have had more time, I would have written a shorter letter.” This pertains to soccer, too. It’s the excess that screws it up, makes it confusing. If we had the precision of hitting the spot, it would be so clear. By the time we bob around the issue, we get all confused. This is why I also like putting things in writing because it’s a summary, just a point made. “You can’t skip the basics.” We spoke about that. “Nobody fails for what he cannot do, you fail if your good stuff isn’t good enough.” We never judge guys for what they are not good at. We judge them for the stuff they can do; whether it fits in. Because if we judge people for what they can’t do, we wouldn’t have anybody. We could always find something you can’t do, right? “The only players we don’t like are the ones we can’t find on the field.” So if we can’t find you, you’re in trouble. Anybody can put 11 guys in a uniform but the question is, is there somebody in it? “Hurry up, so you can slow down.” In soccer, it means to speed up and slow down. There’s a tempo in soccer.

“We measure your maturity in soccer by the number of things you can keep track of before you get confused.” At one point, everyone gets confused because there’s too much going on. It’s a multi-tasking thing. How many things can you keep track of, at once. “Mitchspear” is a German word that says, “Are you part of the play?” “Are you involved in the play?” The best translation is bringing the game to life. When the players show up, will the game come to life? Then we can sit back and decide if we like it or not. This is the responsibility of the player to make things happen.

“The language of the game is body language.” It’s universal. How could it be possible that you could have a game between the European Allstars and the Latin Allstars and most of them can’t even talk to each other. They have one training session but by the time they go out on the field, they look like a team. They know the language of the game- its body language. Everybody knows where it’s going to go, who gets the ball. On a good team, the flow of play is obvious. On a bad team, it’s a mystery- nobody knows. “One day teaches the other.” People always try to tell the next guy what he should be doing and what he should be. I want to find out tomorrow with the help of yesterday and today. That becomes a personal experience and I don’t need anybody else to tell me who I’m going to be tomorrow. “All the questions will come from the game and so will the answers.” “The power of fun and fear.” We talked about that. “Art is when god takes over.” You’re a tool of god’s magic. It flows right through you and you just become an instrument. The great artists will confess to this. That’s when they did their greatest work; it was like they were hallucinating. You can truly experience that when you play soccer.

Rob: When great people do something, it's like they are hallucinating because they can't really describe it. It's just happening. Do you think that's a reason why great players don't necessarily become great coaches is because a lot of the stuff they do is just instinct?

Coach H: Not everyone can verbalize his feelings in these situations, yes. If you concern yourself with helping others to better understand, it does wonders for you too. Have you noticed that? Trying to teach also includes a self-learning process because it takes it a step further as far as the depth of understanding. You have to deal with the time of explaining it to someone else. And then of course, there is the expression "if I have to explain it to you, chances are you will never know." There are certain things we have to experience. So how can we have a connected idea with an experience? We can throw all kinds of ideas on the table, as I've said before, but the question is: can we put experiences to go with it? And that's when it connects. Other than that, it comes and goes. It doesn't do much. It just floats around. We need to be able to capture it and make it physical. Make the spiritual physical and make the connection. That's why this game is so intriguing, it's because it's so boundless. There's so much that can go on. How much of it can we grasp and hold on to? Make something of it and make it work.

Rob: We just spoke about it when we said that sometimes the good players have trouble expressing their feelings. What do you think is good instruction?

Coach H: What you need to do is create an environment...I used to say at University HS, "I've done my best coaching in the dining hall." When we're sat down at lunchtime, around the big round table and there is a bunch of players there. Before you know it, we're throwing stuff out there, like we're doing now. Now, I've got them all thinking and more involved and thinking about the issues, seeing things a bit different. It's about that. It's about enlightenment, more than anything else.

"Play, a time and place to run free, do what you like, explore, try out, to try around with, experiment, to challenge physical limits. The unlimited mind is testing the physical limits and is pushing for more. How far can I take it? A place and time where mind and body interact, come to life, meet each other, enter the space between dreams and reality. Space between what we want or hope for and what is doable." What we get, because we always want something, but sometimes we have to settle for a little less. "Place and time to take risk, test courage, to expand your horizon, find out more about yourself, and what you're made of. Very much an internal exploration of inner values and talents and limitations." "Confidence starts and has its roots in knowing myself." "Today, everybody wants to change the other person- you can only change yourself." "The memory is the picture book of your life." "Learning and teaching should look more like an apprenticeship where the pupil can spend time with the master." "The game has the power to reveal itself to the participants." "For the players, the game is actually talking to you. You just have to learn to listen." "The game demands, the player responds." "It's all about awareness, an open mind, participation of processing information that's flowing from the game. All of that is not so easy if we are not fit and the ball is an obstacle." "After we

overcome the mechanics, the game can begin.” So most of the guys don’t really play soccer, they just get a workout. Fitness-wise, they get a good sweat in, but the ball just keeps getting in the way.

I always ask, “Why are you playing? What are the different kicks you get?” Some just want to get fit. Some just want to compete. Some want to experience freedom. Others experience rapture, experience risk, and danger. Develop self-esteem and confidence, build character and fair play. Socialize with friends. Feel mental pleasure. “It doesn’t matter how much you know, it matters if you can think. There’s reason for everything.” “Most players lead with their bodies- the great ones lead with their minds.” For them, it’s all about ideas that they can pull off. “If you do not run, or you don’t know why, you’re just busy.” So how many guys do you have buzzing around on the field and don’t do anything? As a matter of fact, it could get worse. You just prepared the space that you needed to pull off your next play, if it comes your way, then your guy comes into your space and you say, “Get the hell out of here. I’m here already. What are you doing here?”

“Soccer without ideas is boring.” “Players with skill and imagination are fun to watch. The greatest reward for playing is playing well.” “Be not afraid- be aware.” “We do not lose for making a few mistakes- we lose for the things we never did.” So we were just not busy enough, on the good side. We weren’t active enough, we were just ball-watchers. There was a shirt, but nobody in it. “Eliminating bad habits means developing good habits.” “You cannot neutralize a bad habit- you can only replace it with a good one.” “If you don’t train correct, you’re practicing your mistakes.”

Poem from the Wooden book: “Nor written word, nor spoken plea can teach our youth what they should be. Nor all the books on all the shelves, it’s what the teachers are themselves.” What it really says is, you can only give what you have. If you are good teacher, a math teacher, then over time you become math. Then anybody who comes in contact with you will become a better math person because of the interaction with you.

“A gift not given, acts like poison.” If we go with the premise that everybody is a miracle and is gifted and talented...Write this down: “Don’t let your ego get in the way of your genius.” Since you are a miracle and a very gifted, talented person, you need to live your life by sharing and giving it away freely. By doing so, you enhance and enrich everybody else. If your gifts and talents are not received or wanted, it actually works like poison- it makes you feel bad. If you have something that you can do, something that you can give, and are not allowed to do it, it works counterproductive. It makes you miserable. We need to encourage people to give of their talents because that makes them feel good. That makes them feel better. And everybody else benefits. We need to see the difference between, it’s our ego that gets us in trouble not our gifts or talents. All you have to do is look at politics. It makes you sick. These people are not for real. They are just awful. What comes out of them is so contrary to the statement that I’ve I just made. It has nothing to do with building each other up, it only has to do with tearing each other down. That’s a poisonous atmosphere in the end. Nobody wins.

“Most animals depend on play for survival. Guess what? Ants don’t play.” They are conditioned from day one to perform tasks. The ants are marching one by one. They don’t think, they’re just programmed. They just carry it out.

“It’s the unknown that makes us nervous.” If you can see it coming, you have a chance. Playing and watching others play. After a while, you’re only seeing replays- it’s nothing new. If I’m watching a guy play, how long is it going to take before I know before he does it, that he’s going to do it that way. Because he does things the same way over and over again. “Most people know the manual well, but they don’t know the game.” “Timing is everything.” “Focus means turning down the chatter of your brain.” “Clear your head so the information flowing from the game can get in.” “The game has the power to teach itself.” “We measure success in coaching before how long it takes before you don’t need us anymore.” “At day one, I don’t know the game and the game doesn’t know me.” “The great players can say, ‘I am the game.’” The ones that just played in the World Cup and everyone would agree. They took it to the highest level that we know. “The leader expects more from himself than others.” “At the end of the day, everybody is where they belong.” Forget all the excuses, you’re exactly where you belong. “If you really, really want to win, you will find a way to do so.” At the national camp, I’d say, “if you really, really want to win, you will find a way to do so. All others are content losers.” If running makes you tired, you didn’t run enough.

“In soccer, great ideas help to purify skill and physical ability.” Even the physical ability cannot reach its highest level if it does not start with ideas. Because there could be so much useless stuff that you’re conditioned for that has nothing to do with how to become a better player, that get in the way. “Sometimes your talent turns out to be your handicap.” The fast guys who solve all their problems with speed, find out that they missed out on something, that they didn’t pick up along the way. “Everything is a bit shaky, if there’s no belief.” “I’m the greatest miracle of all time and so are you.” “Art is before god takes over.” “Experience is the story of your journey.” “The art of living is to live the moment.” “We may miss the most beautiful day of our life because we were too busy to notice.” We are in a rat-race. “The most beautiful things in life are for free.” “A hug, a smile, a look in somebody’s eyes, the beauty of nature, a sunset, a dawn, a breeze, relationships, the power of love.” You don’t need to pay for them.

“Development is the discovery of your inner side, stimulated by the world around us.” We realize that we are uniquely individual and original and feel good about it. We use our gifts and talents to serve others. “An act of kindness is the greatest antidote to fight depression.” “We are not lacking, we are only different.” “We do not fail, we are only misplaced.” We enjoy the company of liked-minded others and respect each other’s originality. “By exchanging gifts, we enrich the environment that we create and live in.” Soccer is a strange mix of art and discipline, enjoyment and pain. We juggle success and failure. You cannot formulate art- it’s unpredictable, wild, unique beautiful, and appealing. “When you change the way you look at things, the things you look at change.” Some players develop some skill that ends up to be their act and answer to everything. There’s a lot of guys that have a neat little act and that’s their only answer that they will only have. No matter when and how the ball comes to them, their little act

kicks in. It's not really connected necessarily, it doesn't make a fresh new play. It's not connected. "The game actually talks to you, you just have to learn how to listen." "On the good team, the flow of play becomes obvious, on a bad team, it's a mystery." *Mickspiel* is you're in on the play. It's important and essential to the depth of the flow. How many players deep are we preparing the next play? Is it always one to two, one to two, or is it one, two, three? One, two, three, four before it breaks down. Most sloppy games, it's always one to two, one to two. They always start over again. "Some of the greatest feats are accomplished by people not smart enough to know that it wasn't possible." "Laugh when you can, it's cheap medicine." "Better to remain silent and to be thought of a fool than to speak out and remove all doubt"- Abraham Lincoln.

"When the student is ready, the teacher will appear." No matter how much information and knowledge the teacher wants to dump on the class, it only clicks when the student has an open mind to let it in. They have to connect to it. Things become valuable not from what we take from them, but what we put into them. You always think I can get something from there and that will make things great...No. Things become valuable from what we put into it, not from what we take from it.

Rob: It's like taking an idea from someone and adjusting it to your personality or to your approach?

Coach H: It's nothing as far as enhancing yourself from the gifts of others. There's nothing wrong with that. If we went to a gathering, one could sit back and take from the others what he thinks he likes and doesn't like. But to make the whole thing better, your input is important too. What you contribute is equally important to what you take out. To make things good, it's more about contributing than taking from it. It's like the bank account. The bank account becomes really good from what you put into it, not what you take out.

Here's one that I think says a lot..."Whatever we do or accomplish, we never do it alone. It is always in response to what is going on around us. All the books that are written, all the songs that are composed, all the games that are played, give us a chance to reveal our inner side. It's about awareness of contrast and feelings. Being stimulated by the wrongness around us, by all that's alive and interesting, a world filled with miracles if we can only see it." So whatever happens in life, it always comes out of the interaction, that stimulus of the world around us. Be it people, nature, or whatever. We are always living our lives in response to stimulus and that what goes on around us. The question is, are we capable enough to contribute to that? If you can, that is what we say "doing good things." Doing good things makes you feel good. As far as the players are concerned, how can we make them doers of good things out of them? How can we lead them in that direction that makes them doers of good things? Whether it's soccer-specific or life, in general.

Rob: Getting them involved in the process, like you said.

Coach H: Getting them involved. “What the student cannot do becomes the responsibility of the teacher.” That’s what a good teacher understands. “Change in attitude is our biggest hope.” That we can change a player’s attitude and make them understand why it is a good thing. Or, why overcoming certain things is ok. There’s this psychiatrist that comes to the school and he’s says, “If you make mistakes, don’t worry about it, just move on.” After a while I said to him, “Hold it, I’m not so sure I agree with you. Making mistakes can be a good thing. Don’t ignore them. Making mistakes is like road signs on the street that point you in the right direction.” Overcoming the fear of failure? Yes. But you are putting yourself at risk and you do make mistakes. But in the process, you’re opening yourself up and you’re getting better in the process.

Rob: Mistakes give you feedback that helps you identify which way to go.

Coach H: Yes. It’s a vital component of learning. You can’t just say, “I want to learn something, but I’ve never made a mistake”- you’re not going anywhere. Pulling this together, it’s how you, on a regular basis, communicate with your players, with your friends, with your peers, with whoever you are. Are you open to being a part of the dialogue? Are you open to being a part of the ideas that are ongoing? Being an active participant and enjoying the process. In national camp, we had the big thing. *Mitspeilen* “bringing the game to life.” On the technical side, we wrote down a bunch of things: processing the ball- so you’re using the ball to make soccer happen. “Make magic, catch the ball, make the ball talk, ping it, curl it, bend it, strike it, stroke it, toe it, flick it, spin it, chip it.” How many of them are you comfortable with?

On the mental side: “be tuned in, get involved, make things happen, take responsibility, express yourself, tell your story, tell who you are, give me the ball, make the ball your friend, make the ball a weapon, be not afraid, be aware, take chances, show passion, make plays.” Here’s the technical side and this is the mental side. We do this together with the players. We get everybody involved in the conversation. We get on the board and we write this stuff down. This is a collaboration of that discussion from the kids and everybody in the room. It all begins in the mind, the will, the intent, the passion, the fun, the enjoyment. You get in a zone, as a result of it- the harmony between mind and body. So that is my priority list.

The most important thing in soccer is going to goal. We always need to start with that. Whatever we do has to lead with one thing: put the ball in the net. If we start with that, even with the little kids, just go and score, run and shoot, put the ball in the net. Then, we put one defender in there and it becomes a little more difficult. With the little guys, you make one strong side and one weak side. The next thing is they run into you. And they say, how come you ran into me.” “Well, I didn’t see you.” “If you had looked up, you would have seen that I made myself strong. Already, in the very beginning of the most simple exercise they need to learn body language. We can never separate the basic elements from each other between fitness and being good with the ball and tactics. They are intertwined. You can’t have one without the other. There’s always an argument, when do you introduce tactics? If we say tactics is behavior with a purpose, it was

always part of the package. If you have an idea of what you want to do next, then that changes the way you do things.

I'm retired now. I have to deal with a new phase in my life. Before, you get out of bed, you know where you're going. That keeps you busy. Of course, you find ways to free yourself and being around with guys, that you like to be around with. Now I need to manage my time in ways in which I share with others. You coming here, fit perfectly into this. It was great. I enjoyed it.

<END OF INTERVIEW>

APPENDIX I: COACH I TRANSCRIBED INTERVIEW

<BEGINNING OF INTERVIEW >

Rob: (unable to hear question)

Coach I: (first part inaudible) But, I think the playing experience of somebody in that, what type of person/player they were. I guess person first, player second. Was that person accountable as a player? Through that is a lot of things, did they work hard for the group, did they meet the group's demands; did they see that the rules, regulations, and expectations applied to them? So, how did they achieve through a system? To be a good leader, I think you need to be a good follower. I don't think that's always the case but I think if you were to flush it through, part of leadership is an ability to execute and do the things that you need to do as part of a grouping. Building from the ground up so to speak. I think that those are good components. So you look at someone's playing experience and I think that's a generality. My playing experience I was a relatively high level player in college. Made it to the pros and high school but always was able to adapt whatever shortcomings I had to the next level and the desire to achieve and make it to the next level. I think that those things kind of made me figure out a lot about the game and a lot about other things that hopefully make me a more effective coach today.

Rob: So, if I'm understanding you correctly, your playing experience has influenced your coaching as you identified your shortcomings as a player and you're adjusting to that in your coaching philosophy?

Coach I: No, I think you can help translate that to other people. So you can help them adjust. Help other people know what it takes, kind of create focal points for other people to really achieve. The journey is different for everybody dependent upon their skill set. Your job as a coach is for them to maximize their skill set within a team's frame line. So, it's not necessarily the best players who become the best talented kids who become the best players on the team. It's the best guys who know how to go forward. I think additionally to that, I think I personally had a lot of different experiences growing up. I played many different sports. I was captain of my high school basketball team and I had a chance to play many different sports. Even through very young ages I always had a keen adaptation to try and look at strategy and look at how things worked and how I could make myself valuable to that group of people. Whether that's baseball, softball, lacrosse, basketball, or soccer. I think that was a pretty big contributing thing that sticks out.

Rob: When you were a player, irrespective of the sport, what was your conception of coaching?

Coach I: I think in my formative years, it was like can you achieve that? Can you achieve rebounds, taking charges? Can you achieve the things that are being asked of you? Shooting with your left foot, crossing, bending balls, playing combination play, heading, tackling, overlapping or whatever it would be, what you're learning at that time.

Your ability to be able to showcase to your coach that you have been able to understand and demonstrate that to them both in practice, in games, and through constructional...clearing the ball up your line with your opposite foot. These are the things that I'm giving you from memory as I go back in my memory banks and remembering exact practices. Being able to jump off both feet to head the ball. So you can jump and head off your right foot or left foot.

Rob: So when I think back in college, I was just worried about my performance. When I was devising the question I'm thinking I don't know what my conception of coaching was, cause I was just concerned about am I performing my responsibility. Based on what you just responded with.

Coach I: My question would be for you then, what was the coach asking you to do, to help you excel to have an excellent result? Is that linking, tackling, creating, hitting the target, looking for weak side balls?

Rob: Walk me through your career path. What drew you into coaching? You played at University X, correct? NASL?

Coach I: Not the NASL. MISL.

Rob: Who did you play for in MISL?

Coach I: Chicago Sting

Rob: 'Cause I grew up in the NASL watching *Karl-Heinz Granitza*. I saw the last ever NASL game in Toronto; was the two legged final with Chicago Sting and Toronto Blizzard. There was *Granitza*. Who was the Argentinean guy?

Coach I: Pato Margetic. I played with both of those guys

Rob: Just go over your coaching...what got you into it?

Coach I: I wanted to be successful. I had a burning desire to be successful. I didn't come from zero money but we didn't have a lot of money. I graduated college. I just needed to do anything to be successful. I ended up getting a job and from that job I worked hard and was looking to get drafted by Chicago. So, I quit that job to follow my passion. I helped RB at University Y those two falls while I was playing indoor soccer. There was still that passion to be successful, it was sitting with me and at the time it was 12 MISL teams. Lot of talent. Hard for a rookie breaking through. I didn't really like the living. I just needed more of something. The University S job opened and I had a Real Estate job offered to me to sell commercial real estate. I was more excited about getting \$2000 a year, part time than I was about a \$50,000 a year job in commercial real estate. So, I took the University S job. I could also be a head coach so I do remember that and I love working with Coach RB but I also wanted to get my stamp on my team. I had confidence

as a player that I had a real mind for the game and I wanted to get out there and prove myself.

Rob: So from University S, just briefly go over your experience there. So is it fair to say that's your first head-coaching job at all? Other than assistant at University Y cause you assisted there. Did you do any youth stuff before helping out at University Y?

Coach I: I did a little bit with the local soccer club. I also worked at Highland Park while I was at University Y, helping them out on Saturdays. Because at that time, there were no coaching companies. So I was basically that guy coming in on Saturday and running the kids from 9 til 1. I got that through RB. Believe me, the pay wasn't anything. It was just for the experience of working and teaching with kids. Gene Chyzowych was also a pretty big mentor because I grew up in a soccer community in South Orange in Maplewood. And "Mr. C" had gotten a lot of his stuff and passion from the same. I think those two guys were the first to get their A license.

Rob: Manny, Gene, and was it Al Miller?

Coach I: Long story short I had a good background in lot of the par hole stuff you know 3-v-1s, 3-v-2s to goal, being able to head, teach about heading, teach about receiving, different ways under pressure. "Mr. C" taught a lot of fundamentals, match condition, match stage, functional technical work, and technical pressure. He had camps and kept us engaged year round. So he made it like if you were an athlete, you would want to play soccer. Because on July 22nd, you could play soccer somewhere. On January 22nd, you could play soccer somewhere. So, he always made it available. And he worked hard to make it competitively intense. Therefore, I became good at it and kept wanting to do it and so I think that was a big component of getting better. So back to University S.

Rob: Ok, let's go over your experience there. Through Gene's coaching and obviously with RB you've established a curriculum and you know what you're doing. Now you're in your own program, so how's that?

Coach I: It was fantastic. Building from the ground up, make mistakes, try different things, create a real program, and not so much a team. Have banquets, get the kids engaged, and give them a better experience. Challenge them at a higher level, tactically, technically, physically, and then hopefully be a role model, because I was still young enough to potentially do that. I guess you're never too old to do that but sometimes more connective tissue back when you're younger. Through that also I got my Master's in Sports Management but I did a lot of concentration... met a guy called Dr. GR who taught a great Sports Psychology class and some other classes and he came and did some one-day seminars with us, did some work. I tried to maneuver out of his class because at that time I was with Admissions as an Admissions Counselor because I got a full time job there. So, basically my day there was 6am practice with the guys, go to admissions, lunch practice, finish my admissions day, evening practice, then I had nighttime school. I tried to get him to give me off from some of the school and he said to me, "The information you're going to miss is too valuable for you to miss the class." At the time, I didn't

understand it but after taking the class, he was right. I really learned a lot of good fundamental sports psychology background back in 1988-89 in a fairly new field.

Rob: It was just emerging at that time.

Coach I: Whether it was working with individuals, having them working with some kind of cybernetics, or seeing themselves doing things like positive self imaging, to group dynamics, to working with groups, having the group feel good about themselves before a game. Part of being successful is having the team feeling good about themselves before coming into the game. That's such a thin line. You can't feel good that you're great; you have to feel good that you're in an unbelievable experience. So the experience you're going through has to be something that's.... to do that, you need a lot of interactive connective tissue amongst the guys. Whether that's a small group meetings, big group meetings, and it usually comes in through direct affirmations from the coach to individuals. Like, "Rob, I really respect that you're doing this research project and you reaching out and taking the time to come out and meet with me today. I'm really appreciative of your attitude. It's going to be a valuable project to you and me and to others." That's powerful when it comes from the coach to each athlete. That's also powerful coming from each athlete to hear what they have to say about each other because that creates a bond and a desire that goes beyond just technically and tactically executing.

Rob: Let's jump ahead. I want to talk about relationship building and you've already introduced it here. The individual interaction, the small group stuff, and the affirmation you're providing to the athletes. Hopefully, there is affirmation between the athletes as well. Open-ended question, what's your general thoughts on relationship building?

Coach I: That's a really broad statement. I think it has many layers and has to be answered in many layers. I'm going to address the overlying goal. I think we are all doing something that we enjoy doing, including the players and the coaches. And so, it should be a positive experience for everybody, in that regard. You have to outline a little bit how that experience is going to go; cause as a coach, we know how it's going to go. If you've got some experience, players are going to be met with challenges, players are going to get feedback, there's going to be great interaction. Mostly all players aren't going to get what they want out of the team individually so they have to look over to the team and see how they get over. The work that they build in is going to build character. You got to lead into a deeper spot to who they are and what they are and last a little longer. But at the end of the day, the relationship is to have time for one another and try to create an environment of interactivity in informal ways.

Rob: How do you do that specifically?

Coach I: I like to do it after practice. I loiter around practice. I like to speak to as many guys as we can have. We rate guys sometimes at the end of training and give them specific cues as to what they need to do, what they did well, or what they could improve upon. Not like points. Just try to enhance. Give them a message at the end of the day, at

the end of the training day. Today's message of the day was a little bit about being a little more competitive, being a little tougher about things, be a little sharper, thinking more. You may not give it away but maybe someone else gives it away. How do you evaluate yourself, your own performance? How can they constantly do it? Always creating an accountability to them- meaning the players- to own their own improvement. I'm speaking all over, but it's a broad topic. That foundation of what to expect is a big thing. I expect to score 12 goals. Is that going to be easy?

Rob: No, challenging.

Coach I: And so, somebody comes in with that goal and what's going to happen to that person? They're going to be down and that's an unrealistic thought and that's not where they should be looking at. So, what are the player's goals? How do you sort through that is what's about the big thing about relationships.

Rob: What's the best way to start a relationship, Coach I? Do you put yourself out there first or do you wait to find out more about the player first or does it vary depending on the personality?

Coach I: Definitely varies by the personality. I think as coaches we always have the responsibility to put ourselves out there. Don't try to over do it. I've had a lot people say, "Well, he said this to me or he said that to me." Generally, when coaching or talking, hopefully they're helping. If they have the right intent, the coaches are doing the right thing. I think also having standards and letting the team know there are standards and the coaches are going to be consistent with that. Consistency is important in building relationships. So if you're inconsistent, you'll be in trouble. You have to be fair.

Rob: From your perspective as a coach, how do you create the ideal motivational environment? And how involved are you in creating it? Is that something where you guide the players and then they take over?

Coach I: I thought about this today, actually. We like to have our players set goals themselves: socially, academically, athletically, tactically, and technically. We try to create them into smart goals. Specific, measurable, attainable, results oriented, and have a time frame. We ask them to write them in a journal and give them to us so we can try to harness them. And also, how can they help the team? What can they do to help the team based on their personality? Some guys are quiet, some guys are loud. "I shouldn't talk as much, Coach. I talk too much at meetings and I say silly stuff." So, what I'm going to say is every five things I say, I want four of them to be poignant. See that can be an example of what's the kid's goal based on his personality. Another kid says, "I need to make two suggestions to the group a week because I don't make any." So that's a way you try to challenge them to do it and they do it together as well. Collectively come up with spring goals, summer goals, winter goals. What can they do between now and then to make us a better team? I talk a lot about the journey. I may be a little different coach. I don't know if I'm different but I don't think any task is easy. I think every team in the country whether it's University X, Y, or P, I think all the coaches do a wonderful job. I think all

the games are going to be tough. And, I think we always have to put our best foot forward.

Rob: Are all the goals that the players come up with measurable?

Coach I: Not all. We try to make most but some aren't. We try to make most but sometimes it's hard to get everyone to give us exactly clean, specific, measurable, poignant goals. We also do a lot of team goals. One of our team goals maybe the night before a game everyone's going to do three bouts of 10 minutes psycho-cybernetics. Which is mental rehearsal. Seeing themselves on the field, what color they're going to wear, their position, seeing the factors of the game. When players do that, it's a lot. You're asking a lot of energy of guys, it's a lot of emotions. We're playing game to game. It's a lot of other things in their lives. So trying to fine-tune it. Keep it user friendly and efficient is very important.

Rob: From what you're saying, you're asking the players to do a lot of reflection, imagery, reflecting upon themselves.

Coach I: It's not really reflecting. Reflecting is going back; they're moving forward.

Rob: Sometimes I think it's true though- to create a goal, you have to look back at yourself. In some respects I think you are doing reflection. This is where I was; this is where I am now.

Coach I: A little bit. But, it's more about going forward. So if I said to you to look back at your last match: you possessed the ball well, you made some link plays, you missed out on some headers, you didn't win a couple of tackles. So the next game, we're going to play St. John's and they're going to pressure you guys and they are going to be relentless and they are going to be all over you and so what are you thinking before that match? You're going to be thinking not about what happened last match but what are we going to do this game. I'm going to be quicker. I'm going to be stronger on the ball. I'm going to know my outlet passes. I'm going to be sharper on winning my headers. When the goalie gets it, I'm going to be prepared to play a faster tempo. If I get knocked down, I'm going to get up quick. If the ball goes out of bounds, I'm going to stay sharp. So you're mentally thinking about what you need to do going forward. And you're going to see yourself doing that. So, if I said to you, we're going to go out for a run today, and you said ok, we're going to do a two-mile cooper test. I'm going to say somewhere on that run you're going to get tired and want to quit. It happens to everybody on a run, unless you're trotting. So what are you going to do, how are you going to battle through it? You have to put yourself in that position mentally, emotionally, and physically with your mind and then see yourself responding. See yourself saying, "Ok, I'm going to slow down capture my breathing, I'm going to get it right, open my legs and just keep striding along. I'm going to wait for my second wind and get after it."

Rob: How important is the positive? In all the messages you're sending right now, it's positive about getting it done. Is that a pillar of successful coaching? Do you ever use fear as motivation?

Coach I: No, rarely. The only time I would use fear would be once in a blue moon. And it's usually an empty threat. So you don't use it. Sometimes it just comes out like, "if we don't win this game, you guys are going to be..." But, it's not what it's about. It's about the process, putting our best leg forward. It's about being positive both into and out of the game. Which sometimes for coaches, in our life, is very challenging because you're frustrated, guys are letting us down. Kids are going to let us all down; all kids let us down from time to time. We've got to be there to pick them back up, be there to dust them off. We've got to be there to ask them to take a back seat and to listen and learn something sometimes so they're really ready to execute. We've got to be there to do all those things for them. And that's the coaches' feel sometimes of how it's going to work and get some understanding of how to address all these situations. And I think after losses, we've generally been very positive. After wins, we tend to be harder because they're not emotionally ready after a big loss. Some losses are hard and it can happen a couple of times in a season. Like, we played University State once and we lost with ten seconds to go and we should have won the game. Then we had University D the next game and University D was ranked 3rd in the country and we just loss to University State at the University D tournament and I stayed there and called every guy over and it wasn't a happy day. And we beat University D the next game 4-1- meaning that that was a day where it wasn't good. It wasn't a team with good character that played that game. It wasn't a team that would be representative of me as a coach and shouldn't be representative of me as a player.

Rob: What's your general approach when you're disappointed with certain guys? Does it depend on your relationship with them, if you're calling them out individually because you mentioned you called over guys and spoke with them individually. Is that a general approach you think is more beneficial?

Coach I: Absolutely. Yes, I think it takes time and it's more beneficial. I think collectively you can hammer the unit. But you don't hammer the individual within the unit, the best that you possibly can. Sometimes, you let the unit off the hook or the individual off the hook. So if the guy missed three goals-you lost the game; keeper made a blunder- everybody knows it, but that's not why you lost. So that's a way where you can release the tension as opposed to increase the tension. So in some ways, like we lost to University M this year 3-1, when we killed them in the first half. We outshot them 7-3, and we hit the post, their keeper made two great saves and our keeper didn't have to do anything. But in the second half, we did not play well. We didn't step up, we didn't defend well, and we didn't get back into the right spots. We lost a little bit of that concentration and edge that you need to do if you're going to beat a team like University M. So it's nothing about being a good player. "So you want to say the center back's not a good player, well I don't know, you didn't step up to the ball and you didn't block a shot that came from 25 yards away off a kid that we watched videos on can hit the hell out of a ball." I don't know. That proof is in the pudding. Or, our left midfielder was out here

when the ball is being crossed in here and the attacking center midfielder and teed up a onetime ball that was bouncing to them on top of the box like it was before the game, in pre-game warm-ups. But who get's that opportunity? Do we see our guys getting that opportunity? No. So, we're playing against University M. Everyone knows we have great respect for their coach and his program and what they've been able to accomplish, how they go about it and their intensity, athleticism, technique, their desire, they have a lot of great components on that team. We come with a 50% effort for one half and that was not a good day, after that game. That was the day that hopefully drives home some of the negative because it was so obvious that you can drive it home. So, it's hard and as you get towards the end of the season, you've generally pushed the team to where they need to be or are going to be. So that day happens at the end of the season, it's probably a different response than it was. Even if it wasn't. Even if it was some gaping holes, you wouldn't respond the same way I did opening day, as I would've....

Rob: Because you've got a feel for the squad as the season progresses.

Coach I: It's not even a better a feel. It's not much you can do.

Rob: It's not much you can do, is that what you're saying?

Coach I: You've already done it. You've done your work! They've put you to the crisper! Then, if we perform that way, then there must be some kind of dysfunction there or I'm not doing a good enough job.

Rob: When you say, "I'm not doing a good enough job..."; do you do any type of self-reflection? Like formal stuff?

Coach I: At the end, everything reflects back to the head coach. So as the head of the organization, so many times I've said, "Look, it's on my watch and we can't allow this to happen and I am not going to let it happen." So the blame really starts here and unfortunately it ends here. And everyone else is a part of the equation. And so it's my job to toughen up that equation and make it better.

Rob: Herm Edwards was on Mike & Mike In The Morning a couple of months ago. He had a nice quote where he goes, "You're either coaching it, or you're allowing it to happen." Which I thought was a good quote.

Coach I: I would reflect on that because you're talking about a lot of things that relate to teams and relationships and trying to create a higher standard but if you don't make it fun in every way, it's a big deal. So, that's a big question that all coaches have to ask. How do I make this thing fun?

Rob: Thinking back now to your past playing experience and your past coaching experience when you've worked with other coaches...Who's the most effective coach you've had, coach or coaches? What are some of their qualities? You spoke about Gene...

Coach I: Gene was quite good. But I'm trying to think... I think I was fortunate because I had a lot of tough coaches when I was younger, in different sports. There were always tasks and I had to strive and do things to be able to make a team or start on a team or to just get better. I think that those guys, whether it was a basketball coach, with anything especially when I was younger, kind of sit with me a little bit. And I think that you take in a little bit from a lot of the different people that I played for over the years whether it was professionally or in college, Coach RB, Coach Chyzowych cause those guys coached me up until I was 22-23 in soccer. Then you go beyond that and you start getting into the other people that evolved. I would say a lot about the two of them. Growing up you start looking into the people that coached me, whether it be in basketball, little league soccer, even in baseball, played lacrosse for a year and all those different things resonate with you.

Rob: What type of qualities? You talked about tasks, about getting challenged, you talk about enjoyment. What type of things when you reflect back...

Coach I: They made things competitive. They made things challenging. I think this goes back to fun. They were fair. Consistent. Gave you clear messages of what you as a person and player, young or old, need to do to be successful. And that may not be to win. Or, I need the players to just figure it out, which is true with soccer; it's 90 minutes and the players need to figure it out. It's very true but where do the players get the skills to figure it out? Through practice, through the coaches, through each other, through cooperating, through understanding, through really having a sense of a plan of what they need to do. So, Barcelona is Barcelona not because they have the best players. They have the best players but in addition to that there's a structure, a philosophy, a foundation that goes both on and off the field and a character to that team that they're willing to work for each other, they're willing to do the things that they know what those things are. Whether it's moving the ball or pressure. Whether it's share the ball or not; look for the attention as individuals and challenge each other. They have a better sense of a collective win is just as good as two guys scoring goals and taking shirts off. And if you look at the teams in the Super Bowl this weekend, one of them is notorious, in New England, for having that type of philosophy. And the other guy's not far off.

Rob: You talked about plan. I want to discuss your education as a coach. There's the formal side. When I talk about the formal side, coaching classes; it's more planned, structural. Then you have the informal learning opportunities. Tell me about the impact that the formal had on you as well and the informal stuff.

Coach I: The formal stuff, the coaches the 'A,B, and C', very good stuff. Just taking my licenses and enjoying that...

Rob: What are they good for?

Coach I: They're good to meet people, to hear how it's being done, to listen to some opportunities to learn, to see how it works in a big picture and small picture and just to put some stuff into your memory banks, into your arsenal. I think getting my Master's

and my Doctorate helped tremendously. I got my Doctorate in Organizational Dynamics & Leadership. So, I did a little reading in leadership and consistency. Those things were big in my start of my journals for my doctorate. Have the players chart their progress for the season and setting goals collectively as a group and their progress as a group. That was an overall theme for the year, that way you can manage it. So we've gone back and made amendments to our goals as time goes along to see what's working and what isn't working. They're alive; they're there. We have live goals, we can look at and focus on. So it's about management and creating came through that. Not settling, but creating and looking and creating an environment. How you create is with your group. You set by being a leader and you create as a manager. The more mature your organization, the more creating you can do. The more immature your organization, the more structure you need. That was on the formal side. On the informal side, there are a lot of discussions that I've had with coaches. It might sound crazy but I spent a lot of time in a car over the last 22 years and I've listened to a tremendous amount of radio on leadership, on coaching, on what makes a good coach, what makes good players, how do you figure out immaturity. A good example is the guy who caught the TD pass for the 49ers against the Giants and won the game against....

Rob: He caught the long bomb to start it off...

Coach I: He also caught the TD pass the week before to win the game... Well when Singletary was coach, he got benched because and thrown off the field because of immaturity. So when you look across the table, it takes two or three years for these players to mature themselves into a program, at least on the professional side. It's hard especially in other sports, in soccer maybe not as much, but in other sports they're getting money, they're getting this, they're getting that. It's hard for them to get their values in line where they are focused on the right things. So that's just one example. Now, this guy's matured, he's on his third try. Now, you're learning how to manage him a little better, his personality. And some guys may never get it. A guy like Shockey, who the Giants had but had to get rid of. Was he a good player? Yes. Was he a bad guy? No. Was he a disruptive guy? Probably, yes. So what happens?

Rob: They ship him out or they don't sign him again.

Coach I: It's hard! Now he may turn around and become great but it's going to be him changing and you've got to make these value judgments at these points and I think he's learning. Like Rex Ryan, with the Jets. The Jets, to me, imploded because... building from the ground up is always (inaudible). It's a philosophy I have of mine. Where, I think the Jets built from the top down. "We're great, we've got great players, we're going to win. We're awesome. We're bullying." They just had a bravado that lacked substance. And I don't like that. It's not that I don't like Rex. He's a good person, he's probably a good coach too. But, when you put that out there too much, and there is room for bravado, he's modeling that behavior to his team and he's allowing it to occur. And that's exactly what happened. I feel like I want to start a consulting business and help a lot of these pro teams at just sitting down like we are now and analyzing. You've got to take the coach's personality, you have to say, "Rex, there is a time when we can say we're going

to win the Super Bowl but it isn't today. Our goal is to win a Super Bowl but how are we going to do it? We'll have to earn our way." I tell my guys nothing comes without earning it. "We have to earn it, earn it, earn it!" So, the stuff we've done to earn it, when we go to a hotel, we check out of that hotel when we're in a tournament, the conference semi-finals.

Rob: You check out after...really!?

Coach I: Yes, before the game...nobody stays. Nobody's given us the right for anything in this world. We have to earn it. And it's a powerful message. And it's coming from a positive guy. We're talking about positiveness and believing we're going to win. All that doesn't help if you don't go out and earn it. And that earn it, supersedes other stuff.

Rob: That's an effective message...

Coach I: You're constantly battling between a lot of different things. I view myself as (I'm being a bit self serving) being an organizational buff, expert, knowledgeable. I look at things, I read tons of books, business books, tons of personal development books, tons of stuff. I even look at guys winning the National Championships, the guy from Nebraska -Tom Osbourne- he never could win the National Championship then he won it at 64. Then he won three in a row. Bobby Bowden, same deal. He couldn't win...then he won two in a row but then he did. I'll give you another one, the guy down in Florida, Steve Spurrier, same thing. It's always going to be the Bowden's. Sash, as good as his teams were, he didn't win a national championship until 13-14 years into his tenure.

Rob: Do you do any observational stuff? Do you learn by observing? What's the best way you learn?

Coach I: Listening, reading. I think observing is good, so I learn from other coaches. Watching what's going on because it reinforces a theme or idea or philosophy that you may need to have. I think charting and putting things on boards helps. Measuring things when you can, whether it's through video or observation of the exact purpose is helpful. It can be difficult but helpful. It can be consuming (inaudible) ...cause our guys don't like the videos. It feels like they are being put on the spot in front of the whole team... we try to minimize that the best way we can. Try to parlay a little bit of individual videos to the guys after the game so they can get a little personal attention. I think we use the other forms for teaching because learning is important. One of my research things that sticks with me is the Arizona State study about football over intense behavior. If they were instructional, they were valuable. If they weren't instructional, they weren't valuable. The more you can be a technical expert and know just what to say and how to approach your kids, which I think is sometimes a problem. You have some coaches who are managers with more of a bravado so they lose the technical expertise within the group. So I think that technical expertise is very important.

Rob: I think you already answered this but what's effective instruction? It's direct, technical improvement or adjustment....

Coach I: Adjustment and showing why. There's always the 'why'? 'Why' is a big thing. Because every kid has a 'why?' So we all have 'why' in our head and that's the biggest difference. Years and years ago, I said I'm answering the 'why.' "Why do I have to make the back post run? Why do I have to make the near post run? Well Coach, I'm waiting out here, why do I have to go to the near post early?" Well because if you don't run, nobody's going to run in the near post behind you.

Rob: You're giving them direct instruction, you're giving them a lot of the answers. What's your perspective about guided learning? Learning by, as they say in soccer, 'the game is the best teacher.'

Coach I: The game is the best teacher. It is so many times for that. Right now in our training, our guys are just playing. Playing with each other and just trying to figure things out. Then we have the part of that time where I get about 20-30 minutes because it's two hours. So I can break it up and watch, observe and give feedback afterwards. So that's what I try to do. It's a little different more than specific technical learning. What I'm telling you is that I'm not going over all at practice. I'm going over that, prior to practice. During practice there are very few times we're stopping the practice.

Rob: How do you balance a results environment where you've got to get results to win, versus a learning environment?

Coach I: Our learning environment is the spring. Our results environment is the fall. But, even though you're in a results environment in the fall, there's a ton of learning going in there. There's another thing that I don't think that everyone truly understands, it's that for everybody it's a process. I can tell a kid, "You got to check your shoulder, you got to squeeze in, you got to be able to take away feet to the center forward, you got to be able to get to the right midfielder, you've got to squeeze in and verbally communicate. You've got to be able to get the long pass. You can't put your head down. You have to connect passes. You can't pass into a dangerous spot." You just gave the kid a ton of information.

Rob: He's going to be overwhelmed with the information.

Coach I: How's he going to get good at all that? By doing it, failing, trying. It's going to take time for them to become good. And that's a hard thing. I think you see some of the better programs in the country and there's not many freshman playing anymore especially in programs unless you get the true stars. The studs that are physically, technically, athletically ahead of the game. Even higher than that. They have to be the top 1%. If you take all the Academy kids and put them into the top 10 programs, how many starters are there? Maybe 10 or 15. How many Academy kids are there that are going to college? There's about 1000 kids. What's the percentage of them that might be ready to play at the highest division I level? Might! It won't be easy. What I'm trying to get at is, it goes back to guided learning and that takes place on a daily basis. So at the end of our training today, we had three or four guys that actually played well. So I said to them afterwards

that, “You, you, you, did really good.” They were all freshmen. I told them, “You were comfortable, you passed out of pressure, you saw to play in and how to change the angle. You closed down appropriately. You didn’t have any mental or emotionally gasps if you gave a ball away.” But there’s a lot of things that you have to learn because not everybody’s coming in hitting on all cylinders.

Rob: When do you feel you are at your best as a coach, Coach I?

Coach I: I’m at my best when I’m preparing a team to be ready to play where we can enhance our training environment which, I talked about, had to be fun. Which has to be reflective of what’s to take place in the game, the upcoming match. So if we had a Sunday game or we’re playing Saturday or we had a week off, what do we do? How do we go about it? If we had a Wednesday game and had to go to a Saturday, how do we manage that? It’s a lot of different times within the game that’s upcoming. Every game is a match. Every game is like a play or an event. Event would be a better word. It’s like an event. And we have to build and prepare for that event on numerous levels, in numerous ways. And so, by the time you get to the event, you’re dashing out, ready for the test. So if I said to you, “Ok Rob, you and I are going to take a group of 10 kids. We’re going to prepare them for a language test coming up on Saturday. And today’s Wednesday, so we’ve got an hour to prepare these guys over the next 72 hours, how are we going to prepare them?”

Rob: I flip on Telemundo and they can watch Spanish TV all day. (laughing)

Coach I: My point is we’d probably get some sentences, get some words, look back at other tests, we’d create an exciting, dynamic and fun filled environment for them to absorb that information, prepare them, get them some clarity and get them excited about the opportunity.

Rob: You keep stressing the point excitement and enjoyment. Do you follow a set curriculum? You put a lot of emphasis on the planning.

Coach I: There is absolutely, no set curriculum. We are changing on the fly. The one set curriculum is everything will change. The one set curriculum is that you’ll always be learning. And the one set curriculum is we’ll always try to make it fun. And we’re going to build up competitiveness and intensity in whatever we do. Poise, challenging, focusing on the right things, whatever it can be. We want to be our best each and every game. I was thinking about how would the Giants prepare for their upcoming game against San Francisco? San Francisco hit the hell out of New Orleans. That was some of the hardest hits I’ve seen. That would bring you back to the ‘70’s style of football. So I would have made a film of all those hits and I would have been showing them. Letting them know, “Is this what you think? Is this going to be easy? You think going into San Francisco is going to be easy? This is what’s coming.”

Rob: When do you balance challenging the guy with stroking them?

Coach I: That would be early in the week. Because I want to set that fire in the engine, want to get that engine to burn, and then you got to transition them into the next moment. In football, they figured it out pretty well. They've got video guys, and they're doing video prior to the game. Find little edges here and there. That's what we try to do. Sometimes it can be a nice thing and....sometimes it can be a bit entertaining. Our guys prefer fun and excitement. I think of myself as more of an entertainer. I'm not an entertainer when it comes to some stuff. I have a pretty dry personality and I'm intense. I think I'm probably pretty collegial but I'm fun with our guys. Because it's important to have fun. It's like I'm on stage leading into that production. So if you and I were to take those 10 kids, we are on stage, baby. And the curtain is going up. And Rob, you've got to start delivering. You've got to deliver. Make it fun. Make it engaging. In today's world, you can't be too "off tilt" in the sense that you can't make fun of someone or carry on in an informal way. You have to be careful of what you say. You have to be cognizant of that while trying to make it fun. From the food you buy, to how we eat, for what we do, to where we eat, to when we eat, to allowing guys to... if they want to go get a Gatorade late at night ...One of the things we've really done an unbelievable job of, from year to year, is we've never had to have a curfew. It's a culture that's been created. We've never had that issue with guys getting antsy. Everybody puts so much into it. You can never say never. It just takes one personality, one guy. We've had a wide variety of guys. Because the other side of St. John's is we give plenty of chances. We can take in an extra five kids and we're trying to figure out how to do that. Some of those kids have been captains of our team. Some of those kids have done really well. Kids that we didn't think could play and we allowed them to sit out and carry the balls and be the manager and work through the spring and the next thing you know, they're in our program and they're really valuable on the field.

Rob: Do you consider coaching an art or a science?

Coach I: It's probably a combination of art and science but it definitely leans more towards the art side. It depends on how you define that part. Art you think of creativity, flowing, guys understanding each other, reading variables and getting a sense, that's also part scientific. You have to have a mathematical brain and connective tissue and seeing what's going on. So every time Rob gets the ball, I got to know what Rob's going to do. So is that artistic or did I analyze your play to help my play?

Rob: You've done both.

Coach I: Right! So that makes it a combination. Like this mathematical concept of understanding what's going to happen is important. It depends on your view. Somebody who's an artist, if it was a team with Zidane on it, he would say it's an art. And if it's Messi, he would probably say it's an art. *Beckenbauer* and *Cruyff*, might say it's a science. Thinking of logic. Is it common? Is it not common? What's happening? How are you reading the situation? Is your brain that engaged in what's going on and does it have that special something?

Rob: How do you identify an outstanding coach?

Coach I: Passion within certain guidelines. Passionate. Knowledgeable. Practical. Persistent. Thorough. Fun. Exciting.

Rob: Can you walk up to a guy's training session and identify that?

Coach I: I think it's hard because I think sometimes it's unfair. If I come watch your team's training then you come watch my team's training. A very quick glimpse or snapshot of what's going on is very hard.

Rob: Is there anything you want to add? What type of framework do all these coaches work out of?

Coach I: You have to be true to your personality. That is something which I didn't share. Getting back to me, as a person, as a player, I was determined, focused. Wanted to always achieve.

Rob: That comes through. You're a driven person.

Coach I: If someone said to me, "Do you think you could take over this company and make it run?" I'd say, "Absolutely." I think I can do it. I will try to figure it out. Keep going and eventually, hopefully, get there. Because you want to be smart, be tactically appropriate. One of my turnoffs is guys who think they know everything. I think I'm a little of the opposite. I think I have a lot of knowledge. Then, it's just a case of piecing it in and trying to figure it all out. It's testing scenarios and it works into a standard of where we want to go and where we want to be, how we're going to get there, and how we are going to motivate. How do people follow the values and core of your group? Which I think are very important.

Rob: Do you have a general approach? Suppose you were going into a brand new opportunity. Or, you're starting something brand new. Do you have a general approach?

Coach I: Values, organizational culture, character of what's going to happen. Character would be big. Energy, not negative energy, not just working dumb. But having with doing it. If I had the artists in the room, I would allow them to work differently than the engineers. So my artists might be working from 8-6, and my engineers might be 9-5. Just trying to figure out how to make everything work and what's the issues. Change, adjusting, trying to find things out, to do things in a very effective and efficient manner. In our end, we don't have many resources. We have some. But we are always trying to figure out, how do we measure our team, how do we do things? You try to implement different things all the time to create something new. So we used the heart monitors years ago, to get it going and gig it up. We've used the psychological testing from Exact Sports. That's helped out dramatically in learning about different people. We've used our personal goals to find ways.

One of the other things is leadership from within your group is important. Leadership within your group has to be a form of leadership of not telling, but doing. This is one of the hallmarks of developing. If we said, "Let's get rid of hazing," which is a hard thing to get rid of, even with all the publicity and all the things that have happened. The first way to get rid of it is that there would be absolutely nothing that is allowed. So as a captain, the first thing you do is carry the balls, the equipment, the water. You do it. The other people are learning to be apart of your organization. They are transitioning into the organization. There would no be separation. You'll immediately put yourself here, in the doing category. In the modeling, as opposed to the telling of, "Pick this up, pick that up." Modeling is tremendous. We probably didn't talk about that enough.

Rob: You have spoken about it, indirectly.

Coach I: I know. But that is a huge component in developing leaders. How do we develop models? How do you do it? Here's a good example of something you asked me. Do you have to be there for the guys? Our baseball team has a good coach. They're always working out in the weight room when the coach isn't there. I am generally there all the time our kids are working out. But I think there is a culture there that probably needs them to do more things without you. On Saturdays, they do a little bit on their own. But, lifting weights is a little easier than all the other stuff because kids who are 18 years old want to lift weights. It's a strength thing. They see the value and benefit of, the baseball guys. So for them, it's an easier component than say 'we're going to do ten 100s, and ten 120s, then we are going to play.' It's another live component of that.

<END OF INTERVIEW >

APPENDIX J: COACH J TRANSCRIBED INTERVIEW

<BEGINNING OF INTERVIEW>

Rob: Tell me a little about your career path and what drew you into coaching.

Coach J: I would say my first goal was always to play professional soccer. So I didn't necessarily grow up wanting to be a coach per se. As a kid, I always thought it would be cool to have a club because I never really knew what I wanted to do as a proper job. I always wanted to play professional soccer. I grew up in Tennessee and at that point there wasn't much on TV. So I always wanted to play professional soccer, but didn't necessarily know if that was legitimate because it wasn't in the MLS or anything like that. So I always had in the back of my head, having a club. In Tennessee, there really wasn't many premier clubs in Nashville. There was nothing. So I thought, "Oh that would be pretty cool." But still, bit of a pipe dream. Get into college, and it starts to become a reality that I might be able to play professional. So I played for the Revolution, my first year in...

Rob: Sorry, where did you play in college?

Coach J: University B. So I did that. And my first year out of school I went to New England and that was '97. I played for Thomas Rongen there. Didn't play whole lot, but it was a great experience. I had an injury, which costs me two and half months, but I still wasn't going to play much. So then basically, got out of that. Went to play in city N back in '98 with the A-league. They went bankrupt. Came to city H in '99, and then I started getting involved in coaching. Started to make some extra bucks here and there. So when I played for Team H, guys were doing different things with local clubs and other stuff. So I started dabbling in all the stuff and I thought this is pretty fun. And to be completely honest, thought I was making some pretty decent money and I thought this could be a reality. So I started to do some stuff, put some roots down. Then, basically just out of nowhere...My wife and I were happy here and I was getting ready to sign a new contract with Team H. Bob Lilley, was the coach, and he said, "Hey what do you want to do with your future?" I had already played two years at Team H. I was going into my third year and I needed a new contract. He said, "Hey, what do you want to do?" And I said, "I'd like to coach and maybe even starting a club would be cool." I just started talking about it with him and he said, "Hey, we may be able to support you guys. Maybe if you start something that might help bring in more players in here." That can pay more money to coach in a club. It all kind of all spiraled into that and that's when I said, "I can make a go of this." I scrounged up money to start a club, Club FC.

So that's kind of how I got started with it. From that moment on, it was just different paths happened. I invested money an indoor center. Your know that big dome out there in city P? I actually put up money to get the outdoor turf field in there because I had had tryouts and had like 12 teams from the very beginning. But, the owner couldn't get the facility up soon enough. I was like, "I thought you said, it would be done. I need a place

to play now.” So I scrounged up money to put into that turf field right away. The facility ended up going bankrupt.

Rob: So you were dabbling in coaching while you were still playing? When you started up Club FC, were you still playing at the same time?

Coach J: Yep. Yep. I was playing. I had been coaching around different things. I did coaching with a team in city A, city B, and many different things. And that’s when I finally said, “I think I can start my own club around here.” I was seeing what other clubs were doing and they aren’t really doing much. They don’t provide goalie training and other aspects that I felt were needed. I was like this could be easily done. There aren’t enough quality coaches around. I had all of these Team H guys looking for work and I’m like, ‘I have a base of coaches here.’ That’s what got me saying, ‘I’m going to start a club.’ And we just started making brochures. My wife’s a marketing type person. We set up kiosks at indoor soccer games and games that I played at as well. We set up different stuff, giveaways, tattoos to kids, we did all that stuff, stuff in the paper. I spent money getting it going. Each kid that played for us got tickets to Team H games- I paid for them. I was trying to do things to support the club. Bob was allowing coaches to work for me, but we had certain deals, like they could only work a certain amount of days because they were here to play first and foremost.

That was when I signed a long-term deal with Team H, well three years at the time, to say, “Hey, I want to be here and we are going to make this our home. So if you are allowing me to start this club, it gives me a reason to stay here.” At that time, I had opportunities to go to Bob Gansler from Kansas City. I don’t know if you would call it a super draft at that point, but he was contacting me about going MLS and going back. At that time, there was no guarantee. They just put your name in the draft. But, he may not have drafted me, someone else may have. And I didn’t want to take all these risks moving around, when I can make something concrete here. So this is perfect stability to play here. Then we started the club and just kind of learned on the fly, to be completely honest, and just started coaching. We had 12 teams right away and we just jumped right in and tried to figure it out. But I had no coaching experience or anything, up to that point. To be completely blunt, when I look back at those couple of years, some of the stuff I was doing, I wasn’t doing anything bad. But, I probably shouldn’t have been charging money, at that time. I just jumped in and be personable and figure it out. I was player so I had some stuff, but it’s funny because the first group of kids from that team just graduated last year. So most of people that were with me from U9 that year, literally just graduated. One guy had been with us the whole time. We were laughing about it because I had no idea what I was doing with these kids. It’s almost embarrassing, just hopping out there, figuring it out. Basically, just learn as you go.

But then what made it difficult was Team H folded that year. Team H went bankrupt. Team H was owned by Company P. Apparently, Company P had a five-year commitment to Team H. So when I signed that new contract, I didn’t play for Team H the first two years of its existence. The first year it was in existence was when I was in New England. Second year, I was in city A and that went bankrupt. I came up here for year three and

year four. Signed my new deal in year five, started the club, invested money in the club, and then Company P pulled the plug. We lost in the finals to the Rhinos that year and they pulled the plug. So then I was stuck, just bought a house in Town H, invested significant money- pretty much everything I had at that point in that turf field- and then they pulled the plug. And I had like 12 teams. From that point on, I went to play for Team B and then Team V, for the next six years. I was going back and forth with the club. I had to manage the club and hire people to do it. I'd be gone six months, back six months. Did that for six years because the club wasn't set up to pay yet, to pay income at all at that point. So I didn't really pay myself those first three, four years, playing was...

Rob: Was your wife traveling back and forth with you?

Coach J: The first year, no because finances and we couldn't do it. So for the first two years, she kept her job here when I was in City C. Then year three, when I was in City C, she was able to come with me and every year in City V. But she had just gotten pregnant with our first, and we needed health insurance. It was pretty tough. But we were going back and forth, trying to just grow the club. So then the facility went bankrupt, probably in that first year, really. My first year going to City C, which I think would have been 2001, it started going under. So then I'm trying to find more land out there. I had actually purchased land out there, had to go through zone hearings and everything with townships. Getting in front of people and we are like, "Hey, we aren't going to ruin anything, we are just putting soccer fields in. What's the problem?" Then, we were all good with that. I had land. I was 25 then and I'm like, "I don't know what the heck I'm doing, I'm just jumping in man." But that's when I met RG, he was the one starting up Club L with a couple of guys, but they didn't have a lot of coaches. They had a lot of players, but no coaches. So, perfect merger because one of our teams ended up making one of the B teams, I had couple kids to help out the A teams and I had all the coaches. So our staff jumped in right away and that became Club C. That's kind of how I got started. Then, we had really proper teams once we merged the groups and I had all the coaches. All those coaches then, are still the guys that are here, for the most part.

Rob: How do you think your past playing experience has affected your coaching?

Coach J: I would say that has probably been the biggest thing for me. Because, I even have a kid by the name of CD, who used to play for Club D a while ago, he went to University Z. He was with us then he went to Club D and then he came back. He actually helped me down at the showcase in Florida this year. He was playing in City R. And I remember telling him that coaching was one of the best things for me as a player, because once I started trying to teach 10 and 11 year olds certain things, things that were simple, you had to start thinking about how would I explain this to a 10-year-old? How would I explain how to receive a ball? And when I started thinking about how I would try to explain things, this is when I was coaching at Club FC, I didn't really know what I was doing. But when I started thinking about it, it definitely made me an even better player as well, because you had to think of things more clearly, instead of just being instinctual. So that's when I told him. I said, "How about you start coaching with me a little bit because it was good for me as a player, as well." But I think for me as a player, what helped me as

a coach was, I was also a versatile player. Even for Team H, one year I was a forward and led the team in scoring. Other years, I was central midfielder or holding mid. Last year in City V, I was center back. So we won a championship when I was holding mid in City C, won as a center back. So I've had to play all the positions. I think being versatile has helped me learn different positions and how to communicate with players. But I think more of what's been good for me coaching-wise is when I met Bob Lilley. He was the first coach, when I started defending hard and working hard; he kind of rewarded you for that. I think I developed there, more of a kind of like how I like our Club C teams to play- more unselfish, good character-type group, because that's how I started to have my most success with Bob Lilley. That's kind of a blue-collar, no nonsense. Which is pretty simple, we are all one, we are all one group. Those were the kinds of atmospheres and environments I was in as a player. There were no superstars on the teams that I had success with. I think that has molded me and made me successful as a player on the teams that I was on.

Rob: So is it safe to say, without putting words in your mouth, that your playing experience has transferred to your coaching style?

Coach J: 100%. I would say without a doubt. What made me successful as a soccer player, which was being versatile, not whining, not complaining. I never wanted to be the highest paid player on the teams that I was on, because I didn't want to be selfish. I realized if you were the guy asking for more then you are going to have more grief coming back to you. That was successful for me. I was doing everything that was asked, tried to do a little bit more, but you do your job and that has served me well as a player. I think that kind of unselfishness- that just helped me as a player. Now, I never played for a national team and I never went to all those levels. But I was able to make a career of playing soccer, when most of those teams, only one or two guys are making enough money to support themselves. They weren't making big dollars. But, I was able to get that point to support my family. I think I was able to do it because I wasn't greedy, people wanted me on their team. I think it was more about character. I obviously had to be a good soccer player for that level, but that's not always good enough. You have to bring the whole package. There is no doubt that the players...the first thing that we always go through with our players is the character and respect. It's funny because we always had something in our club and I know you've seen our player passes last year from Claudio Reyna: Respect the referee; Respect your opponent, and all that stuff. I can honestly say that we've been doing that for the whole year. I hate it when people yell at referees, all those types of things. It just drives me crazy. We are all just trying to play soccer.

In a roundabout way, I would say that definitely influenced me playing-wise. But I also think there were some areas, to be completely blunt, where I didn't succeed in soccer. I always wanted to play for the national team. I never got there. I'm not going to lie, I think a part of the reason was I was a little scared when I went to New England. A little bit in awe. I was playing with Alexi Lalas at that point, he was on the team, Joe Max-Moore, Walter Zenga. So just thrown right into that mix. I haven't told too many people this. I talked to CD about it. But, I was a little cocky coming out of college. I got drafted at that

point making 24 grand a year. And then I started thinking, “There’s guys in Rochester making more than I am, they just don’t want to play in the MLS.” And I’m thinking, I must be one of the best guys. So I go there, I didn’t have a bad attitude but I definitely thought, “Hey, I have arrived” and that didn’t really serve me too well. I feel like I did well there, made some good friends there, but it knocked me down a peg a little bit. Which I think was good for me, but I never really grasped it until a couple of years later. So that kind of attitude hurt me a little bit because I don’t think I was prepared when I went to New England. Everyone is telling you, “Hey, you made it.” There is no doubt that that hurt me a little bit. I think I grabbed it back and then I had those opportunities when I was back at Team H, to go back up there. Even in City C, I had interest from the Dallas Burn to go back to MLS. And to be fair, I still don’t know if I didn’t want to go back up because I was scared to go fail. I still have some doubt in my mind, like ‘did I chicken out?’ I always told myself I’m trying to build a future for me with the club and this and that. I saw a lot of players playing for their future. That’s the saying for soccer at least we had it, “You don’t retire from playing soccer, you just quit and go find another job.” But a lot of players... Now some of them can like Donovan and those guys. But when you are on Team C. You know what I’m saying? People approach it as ‘I’m going to retire’ and they think they are big shots. I’m like, “Buddy, trust me I know I’m making more than you, I’m putting a little aside, but that may last me one year and I’m out and then I got to find a job.” So I never took those opportunities to go back to the MLS, because I would rationalize it that there is not enough money there, they get traded all the time, it is going to hurt my future. But, there was also a part of me that said I didn’t have enough belief to say, “Hey, I can really succeed and make it work.” I think some of that doubt and personality I think that helps me with players right now, because I know what cockiness and arrogance is. I think I can see that in players and try to knock it out of them early on, because I think I had a little bit of that going into New England. I wasn’t prepared for it. And the best way I can put it is, there were so many guys making more money than me in the A-League playing for the Cleveland Crunch, indoor, and Rochester. And they were choosing not to go to the MLS because they were making 60, 70 grand, having a great time. So I just thought I was one of the best players. So I think realizing that has helped me as well just keeping everything level.

Rob: You shared the story about CD when you were down in Florida. Based on your past experience, you can recognize with younger guys if they are a little bit cocky and knock them back down a peg. Do you share that story with the guys that you are coaching now? Do you just identify that and knock them down a peg or do you explain your story and your experience?

Coach J: Yeah. I don’t give them all of that. But with CD, I think it could help him right now because he has got some different things, different MLS trials. Now I try to share those things. But I guess more for the players, knocking them down a peg that may come across harsh. They all know... I think I can catch it before it gets out of hand. When I see someone starting to, I can read it when I say something to a player on the field and he looks at me the wrong way, I can catch it real quick. I think the players respect that. I don’t scream at a guy, right away. But I say, “Hey, you know I don’t want to see that again. I know exactly what you...” You can kind of relate to it more and you can catch

things before they get out of hand. I think just helps me recognize when someone is getting off track, because when someone's starting to get off track as a player, if you can bring them back quick, it's no problem. But when they get too off track, you've lost them. So it's more about recognizing each kid's different personality and what they need. Recognizing the kids that are getting pushed at home so much that they don't need you necessarily to be in their face. They need you to understand their dad at home is telling them they need to do this, this and this. Or, some kids that don't get it at home and they need a firmer hand because they got no one watching. Each kid is different. That aspect of my career helps me understand how cockiness is not going to serve these kids when they go to college. Because as a freshman...

CD is a perfect example. He was raised well, great dad, everything is great about him. But, he was always the best kid. He was in that same class as WB, so they were both the best kids in the area. But I think people had a hard time getting on CD, "You need to defend, you need to do different things." I remember getting to him at an event. We had a showcase thing and I kind of laid into him and I had to come back and forth. I wasn't really his coach, but he was like, "Oh, someone finally told me off." He responded great and from that point on he was like, "I'll listen to that guy." People were scared to say something to him. But, he's not going to succeed if he just walks around and does whatever he wants to.

Rob: What's your approach with players like that? You said with CD you had a go at him. What determines if he is a player you can 'have a go at' or you need to take a softer approach?

Coach J: I would say a lot of it is what they had before they've gotten up to me. I pay attention to some players. For instance, a HZ. He's in our club, he's a player that I think has tons of ability, the ability that kid has is phenomenal. But, he was always getting ridden as a U14 or U15 about being lazy and that was probably true that he was lazy. The coach liked him, but he just keeps going down in his shell. So an example is, we did our Sparq testing and I used that as an opportunity with him. The kid was always a good player. It wasn't like he was getting ready to quit soccer or anything like that. So our first bus trip, I had a talk with him and asked him what his goals are. And his first goal was, "I want to be a professional soccer player." And I'm, "Ah, perfect." So now this guy has said he wants to be a professional soccer player. I'm going to use that all year on him because those were his words. I didn't say your goal should be this or that. He said he wants to be a professional soccer player. So we talked about how he needs to be fitter. We had him do the Sparq testing. Sometimes I'll joke around with the guys like, "Alright guys, who do we think is going to win this?" So I started putting top groups and I said, "I'm going to write three names on this sheet and I'm going to show them to you guys afterwards of who I picked to win it." And I had the other coach there. I had his name number one. He didn't know I picked him, but I said, "You better not slack on this, I want to see your absolute best." And the kid won it. So, kind of showing belief in him, as opposed to just riding him. Now, I can do whatever I want with that kid and he responds pretty well because he has had some success. I don't know if that really answers your question.

I don't know if there is one set thing. Well let me back up. My background in college, I was a philosophy major and psychology. I wanted psychology, I like dealing with people and personalities. I like to try to read people, so I think that also is something I've been interested in. But as far as players go, I think it's just about reading players. I don't know if there's one set thing. For our groups, we get it straight in the very beginning. The attitude is the most important thing to me. It's just as simple as that. To me, I think it's a matter of when the kids that have been with us, it seems that it doesn't matter if you are the captain or not. If they yell at a referee...maybe that's a better way to put it. I make examples of what I think are our best players are, pretty early on. So they don't get a free pass. So when WA gets here, he will be called out. Unless he's just perfect, I'm making sure he's getting called out in an appropriate way very early on. So I definitely think this a tactic that I think about to make sure. Because as a player, you would always see people you thought were being favorites by the coach. Which I think is okay because if someone is doing the right thing and they are your best players, well of course the coach is going to like them more. But if you can't see that player is taking advantage of the coach, you know me, if that player takes advantage of the coach and the coach doesn't do anything, then you have a problem with your whole group. And that's another thing, Bob Lilley was not like that at all. I don't know if he ever did it on purpose, but he would smash...This is professionals, so it's F-bombs and he would get anybody. No one could ever complain about him playing favorites. I would say definitely with that, I've tried to take that. Now, I'm not an F-bomb guy to our guys unless I think they need a little jolt because they need something different from me. I'll drop one just so it's not stale, but definitely the best players, you got to get into them in an appropriate way- not to embarrass them, but get on them. BR, when we played up at Club P this Thanksgiving, who's our captain, great kid; we're playing Club P and this is a scrimmage and that Hernandez kid, he thought he flopped on him. I heard like five F-bombs from him and this is in a showcase and I just pulled him right out and he was done for the rest of the day. I didn't embarrass him, like screaming at him. I said, "You're done." So I think those types of things send a message to everybody else, that we are going to treat everyone the same way here. If you really build up some...If you show me, I'll give some leeway to someone. Some kids have more attitude problems or whatever.

Rob: Like, if they build up credibility?

Coach J: Yeah, credibility. If BR does that and we are playing, say we are playing you guys, am I going to yank him out right away? No. But, "Hey, BR, that's enough." You are going to give some. But in certain instances, when there is absolutely no need for it, then he needs to be sent a message. So the kids have a little bit of rope, they earn trust. But at some point everyone's got to be held accountable.

Rob: What are your thoughts on relationship-building? What's your perspective?

Coach J: That goes along with the character thing because to me, they have to know you're on the same side as them. But I think for youth soccer, they have to know you are trying to look out for their well-being down the road. Soccer is a team sport. I think it's a

microcosm of real life. They are going to... A lot of people say, "If you work hard, you'll achieve your goals." I'm like, "Nah." You have a better chance of achieving your goals, but hard work is not going to get you anything. It's going to get you closer to what you want to, but you're not promised anything. So the kids that work hard and develop good ethics. I think you only get that if you have a good relationship with the kids and they trust you. And you got to do things...

Rob: So how do you generate that relationship?

Coach J: I think you do that just by being fair to them and you just communicate with them. To me, if you demean kids or make fun of them or sarcasm. To me, there is no place for sarcasm. Because lots of times you will hear that stuff, sometimes yes it comes out as a coach and you can't help it. No one's perfect. But I think those types of things kids see. If you are sarcastic with a kid, he's not going to like you. You know in a game, "What the hell were you doing?!" They just tune you out, so you got to be precise about what you are giving. But I think that's how you build relationships- by them thinking you're not here to make fun of, degrade, or tell them how bad they are. You are here to help them. So I think you build relationships that way. I don't do any rope building or anything like that. One thing we do, I get a lot of those kids involved with our younger programs. So they coach, like WJ coaches our 4, 5, and 6 year-olds. I got seven or eight of those kids that do a lot of our junior programs. So we try to do those types of things with them. I give rides to kids all the time, we go places. I don't distance myself from the players at all. We don't really take chaperones along on stuff- I'll have six kids I'm looking after and there's different groups.

Rob: So, it's a lot of informal stuff that you do.

Coach J: Yeah. I don't do anything---

Rob: As opposed to structured.

Coach J: Yeah, I don't. I try to stay away from all that stuff, like if you notice, we very rarely...I let the kids warm themselves up because I want them to learn that responsibility and those types of things. When they make those mistakes, I just try to make the point to them. Our last practice, I sat in the car five minutes into practice to see what these kids were doing. They were supposed to get to practice and get warmed up on their own. Some of them started doing that, some sat in the car for five or ten minutes and didn't want to go out. And I'm just sitting there watching. So we did fitness, right away. They weren't ready to go. And I'm like, "If you guys pull some muscles, it's not my fault." There was no one throwing up but I jumped on them pretty good and then we won't have that problem again because there will be enough of them. But I think relationships though...is that enough of those guys will understand where I am coming from because I make the point that, "You guys need to take ownership of what you are doing. Doesn't matter to me whether you get a college scholarship or not. You're here because you want to be here, I'm just trying to point you the right way."

Rob: You talked a little bit about motivating, right there. What do you think is the ideal motivational environment and what's your responsibility with it?

Coach J: Very rarely do I motivate. I have always believed that, and this goes back to me as a player, that steadiness... Players that were successful as soccer players, on a scale from 1 to 10, they weren't the guys that could put a nine and then have a four. You had to be seven every game and have a couple eights and nines. That has been hit into me—actually by my coach in City C, who is now the Tottenham youth director. He was an emotional guy and I learned a lot from him. And I thought, 'that fits me good.' You always want to have a quality performance, but the people that are inconsistent are not going to be successful in the long run. So as far as motivating, I've always believed that if you are getting your team too high for a game, you can't do that all the time. If they hear the same speech from me trying to motivate, they are going to tune you out. So the only way for me...they need to understand soccer as business-like, you go out there and do your job. Now their job isn't a job-job. So you try to make sure they understand that. But they need to know they are here for a reason, they are committed and are putting time in, so you have to be even keeled and levelheaded. So motivation to me isn't a part of it. There are some times at halftime, like last year in the playoffs. Maybe once or twice a year will I lay into a team at halftime. But for me it's only once or twice and that's it. If you have to use it more than once or twice, then you know...

Rob: What about individually though? How do you motivate players? Like KM is a good example, he's a talented player and sometimes... or is there another example you can think of?

Coach J: I'm still not a big motivator of a player, because I just feel like if I'm having to do too much of it, it's just not going to matter. Because I don't need it for my game which I try to express to the guys. There are definitely players, who have... I more motivate guys by positive reinforcement. If someone is struggling and they have done well, then I try to motivate them with positive reinforcement right away and try and recognize that. Typically whenever I say something negative to a player, I always try to come back with a positive. I am much more about motivating players that are struggling because to me... BR is a solid player; he shouldn't need it from me. So the kids that are struggling, I try to motivate them that way. But I motivate them through positive reinforcement, not motivating them to get them to play well. I'm not a rah, rah guy, you will never see that. I just don't think there is a place for it right now. I think it wears off too quick anyways. I would definitely say I am against that stuff, I just don't think that you... I think you lose focus as a player if you get too wound up over things. And I'm not going to lie, I think that's the reason why a lot of our teams do well toward the end of games and we can pull off a lot of close games because when the going gets tough during a game, you just keep going. I think that fuels into us. I think that kind of mentality is important. But, I don't think you can have that type of real strong mentality, if you are doing too much trying to find tricks to motivate players. They've got to figure out that their motivation is when they are winning and doing well and it all takes care of itself. Not trying to dodge it there, but I think...

Some people think it's more of a bland type style. I don't want them being robots, but I think a lot of it's phony when you see players and everyone is screaming and yelling. And when I think of motivation, I think of it that way, because if these guys are now... You get it from parents when their kids are younger. Like, "My kid's not motivated, you got to..." I'm not motivating, if your kid doesn't want to play, then don't play. I'm not going to... What you need is positive encouragement. To me, that's definitely how you build it. You definitely need encouragement. If you see something good from a player... And I would say, to me, you see a lot of people even in our club, when you lose a game people want to pin it on someone or this mistake here or there. Most of the time you see it's on the guys that aren't the better players. That's something I rarely do. The only time I would pick on the weaker players in a game is when they have an attitude problem and I'm like, "Hey this kid is not going to cut it much longer." He needs to hear that it's his last wake up call. I think that kills motivation; that kills relationships. People can see it, you know? And too many times, the better players want to blame the weaker players because they don't think they could do any wrong. I think that's how you keep a group closer is making sure that it is, 'no, it's the better players that win games.' They are ones that keeping you from losing and have you win games-not picking on the little guys.

Rob: Going back to your playing experience, I think you have a very unique... Your entry into coaching happened very quickly and you were playing while you were coaching at the same time. But when you were a player, what was your conception of coaching?

Coach J: I didn't really even have it. I just had it from the coaches I had with me. And I never really had a... My Dad coached me growing up who didn't really know much about the game or admit it. He just knew the basics. "Get wide!" That was it. He must have read it in some book. But I had an ODP coach, Richard Boot, from Memphis, who ... At that point, ODP... that was the only professional coach that you would get. The guy scared me just with the accent. But I could tell he was good. You could tell that guy knew what he was talking about. But I didn't have him enough to really have him as a coach. University B, AM was my coach in college. Taught a lot of discipline. We were very good then. We were in the top 20 my last two years at University B. It isn't what it is now, there was a lot of talent there. But I just learned about hard work, discipline, making myself get up every morning and take a shower. I still remember those types of things, that still help mold me into a discipline guy. Bob was the first coach that I really feel I started to learn a lot about the game.

Rob: So what were some of Bob's good qualities?

Coach J: All those things that we talked about. Bob was very organized as far as... You do play defense during a game. He spent more time doing defensive tactics, probably too much. "Move left one yard," you know what I mean? Probably, too much for my liking-although it was needed. But it was the first time that anyone ever talked about defense as a group, and defending high up the field-you'll create more chances from defending. But he worked more on that type of stuff and team shape, which is the first taste I really got

of it. Even with Thomas Rongen in New England, I didn't really play much, but it still was much more...Now, the guys were smarter then, I guess, and know more of the game, so you don't do as much at that level. But still, I didn't really learn much other than playing with better players- how to be professional. But Bob was the first one that started teaching kind of tactics and stuff like that. So I think...

Rob: What made Bob good? You said he was very organized...

Coach J: I think he was very organized, but it was more. Back to the stuff I talked about that I do with our teams: everyone was held accountable, everybody knew he worked harder than the other guys, he cared about the guys, he lived and breathed it. But, he knew what he was talking about. He had a lot of quirks. He would know it. Most of what I am is from him. I tried to take what I thought were the bad parts away. I think he was a great coach. There have been guys, TR, who played in the MLS for years. Bob kicked TR off the team in City H and TR was begging to get back on the team when he was in City V. He said, "Best thing that ever happened to me." Because Bob was like, "Get the heck out of here. You know what? You're no good for us anymore. Your attitude stinks." Great player, you know? So then I played with TR down in City C, good friends with TR. But that's the thing, Bob could say, "Nope, you're no good, your attitude stinks, you're out of here." But that was the best thing for TR's career. He recognized that.

Guys always recognize that Bob was great, more after they were gone from him, because a lot of the stuff in your face, he could be rough on you. He would stop practice, probably too much. When I had him in City V, he was way different from when he was at City H. But he was still learning how to coach, as well. He had just come from playing indoor to coaching Team H. So he had to learn as he went. So to me, he had a lot of quirks like that, but just treated players fair. He would go down the line in a game when he wanted to make a message. There was no one that was safe. He wouldn't just pick on the weak link. I would be friends with him and I knew "Oh boy, he's on this guy, he's going to rip me." But he would rip everybody. And that's not necessarily my style, but I've done that going down the line to each person at halftime when I'm not happy, because that's probably in my head from him. As a player, you respected that nobody was safe. He would get on everybody, but he was fair. And he was usually right about what he said. If you really thought about it and weren't stubborn, you'd would know "he's right, I've been lazy, I'm doing this." There is no doubt that was when I found a decisive style of coaching. And think that just kind of molded me right there, but then pick away and try to be a little more personable with people as opposed to...because in the professional you can just get rid of someone and bring someone else in. Here, what you have is what you have, so you got to make those guys...

Rob: They say that's...you are learning without knowing you are learning. From what I've been going over they say it's 'incidental learning.' You were learning about coaching without knowing about it. Just from your experiences as a player and watching Bob.

Coach J: Yeah, your environment. My City C coach, some players didn't really like him. And I still say a lot of things he said. And I'm like, "Geez, that guy..." But it makes a little bit more sense. I do think that was a thing with me probably more my philosophy background, is that I'm always very open-minded. I'm not opposed to hearing different things and being fair to what you hear. I'm kind of lucky that Bob and the City C coach, those guys...we had successful teams. I think those were reasons why we were successful because the teams were unified because you knew the coach was fair.

Rob: You spoke a little bit about...especially when you jumped into coaching, you were learning on the job, you didn't know what you were doing, but you just found a way to get it done. I would describe those as informal learning opportunities. The formal stuff would be like taking the coaching courses. Talk a little bit about your education as a coach from the formal side and the informal side. You've already spoke a little bit about informal...

Coach J: I have zero formal. Not one course. I read one book. I've never read a book on soccer. I've never taken a course. I've actually been stubborn in that respect, just don't want to. I'm more comfortable learning from... That's why the Academy has been great because again, I'm not stubborn, I'm open to everything, but I've stolen things from watching other academy teams, like how they warm-up. I like how they did that. I've got no problem. I don't think I have all the answers, but have never been in favor of the courses and stuff like that because you are just hearing what that guy wants to tell you. So, I don't know what that... So I've been stubborn. I've stuck on by without doing that stuff, because I just don't want to do it.

Rob: So then, go over more of the informal stuff. Like you observe, what else do you do? How do you learn informally?

Coach J: Just watching TV, watching teams play on TV. But I would even tell you, I didn't actually start watching soccer on TV until I would say two years ago, because I'd much prefer to go to a Phillies game. You can ask anyone here, they laugh. I'd say I started watching more two, three years ago and I started watching more just because of my kids. I want to make sure they want to play soccer, so I started watching more. Now it's funny, because now I'm like, "Wow this is good" and I'm seeing more stuff on the game. I think that is something that helped me. But I always wanted to... soccer's my life so...I like football, I like basketball, I like baseball. So I just felt I can learn as I go because I felt like I can figure it out. I can see what's working. I don't need someone else to tell me what's working because I'll just try something different. So informal I would say it's more just about...Once the Academy started, I think that's what made me a better coach. Hands down. Before the Academy started, I think I was just...

Rob: So what specifically about the Academy?

Coach J: Seeing better players. You hear comments other coaches may send out. I can't think of anything specific, but you just see how they do things. You see how other teams play. But I almost think I learn more from watching other teams play, where I think I see

what I think they are doing wrong. Actually during games, I actually use other teams and what I think they are doing wrong to the guys on the bench more than... When I see teams... it's what I perceive as being wrong. But when I see teams keep shooting from 30, 35 yards out. I'm like, "That's why I keep yelling at you guys"... or I'll be like "shoot, shoot" because I... they can have a 4v3 and they are shooting from 30 yards out and to me you will see sometimes, which is fine, coaches are like... And I'm respectful, I'm like, "Guys, I don't think that's the right thing, that's not what we are trying to do." Now we have a guy like JJ, he can shoot from 30 yards all day. So you have to approve it. So I think watching the higher level teams, I can say, "Guys, look how they are keeping the ball, they have guys running all over the place, this is what we are trying to show you." I would say just the level is so much higher in the Academy and to be completely honest too, the feedback that I would get from the scouts even that first year, they were pushing me not to be so defensive. Rudy's one, Rudy would say, "I think you should try this." Hennessey, Tony Lepore, those guys would help me get out of a shell. I was used to playing more like a 4-5-1 which is still ---, but you can make that more attacking, which has to do with your personnel. But just even that information, there to me is just more key, because once you respect somebody and they give you information, it's like "great."

But to me, a lot of those coaching courses, the guy's just giving something that is written. There is nothing that relates to what you have. So when someone's watching your game and they can say something to you like, "Why did you do this? Do you think this?" Sometimes you say, "Well, I did this because of this" and other times, I'll be like, "Ugh, I don't know." And then you go back and reflect on it. So to me, I think just being open to grow into that stuff and staying around people that you respect, I think that's what the Academy has been great for. I think that just made me... Because I wanted to do well, plus I was nervous that if we do bad, you're out of the league, you are going to get embarrassed. I mean I've had some teams get embarrassed. If you are a competitor, you want to do well. I don't think there is any one thing to it. But it is funny; I have no formal coaching at all. I get nervous in that someone at some point is going to be like, "You've got to do this." But right now, everyone's just letting me... I would... I have talked about needing to go get my license and stuff like that. But I just have a hard time paying \$1500, \$1700, or whatever it costs to go do it. I'm like, "Really? I want to know who my instructor is going to be." If I had a club that paid for it –fine- but basically, it is me. So it's basically me telling my wife I'm going to pay \$1700 to go get a coaching course.

Rob: In all of the literature that I have read so far and in my interviews up-to-date, no one has spoken negatively about the formal stuff. Some have been positive about it. Some have been lukewarm about it. But it has been very clear from the coaches that informal learning opportunities: everyone values those more than the formal stuff.

Coach J: Yeah, not even close. I think part of it is luck of the draw, too. If I hadn't come to Team H, I wouldn't have met Bob Lilley. He has been without a doubt the biggest positive and somewhat negative... there are things I don't want to do, that he's done. I think that contrast is important. It's not always... I think you can learn, I think you can paint the picture by showing people what not to do. You'll hear kids on the bench lots of

times be like, “Look at that guy.” They like to point out the negatives even on their own teammates sometimes, which isn’t great. But they can see those things as well.

Rob: Is it safe to say that you coach... do you ever find yourself coaching outside of your personality or are you pretty consistent with coaching within your personality?

Coach J: Yeah, I think I’m pretty comfortable with it. And it has gotten better. I would say first year of coaching the Academy League was a huge step for me. I wasn’t really sure, I’m nervous, wasn’t really sure what’s going on. You think you are going to go out there and get hammered every game. But now, I think there has been enough success where I am pretty comfortable and you just go out and play the game. I’ve definitely taken more of an attitude to the guys, “Doesn’t really matter, what are we trying to do here?” We’re not necessarily going to win...it’s kind of funny, we actually got to the finals last year. But it’s not going to happen very often, so we keep things in perspective and just try to get better. That’s just how I try to approach each game on the bench. As long as I don’t think players are taking advantage of me or taking advantage of taking shortcuts; that’s when I get angry and I can get angry. Even if I’m nervous with myself, if I think people are taking advantage of me or being sneaky about stuff, just lying about not coming to practice, all those different things, that’s when I start to get out of my comfort zone. I feel like I got it pretty good where the kids trust me but are scared enough. But I guess that’s the balance, they have to be scared enough of you that you’ll come down on them, but they have to be scared out of respect for you as well, that they don’t want to disappoint you. I guess that’s a good way of putting it. Kids are scared because I’ll call them out. Not scared but they don’t want to get called out on something even in a good way. They know I’ll get on them, they won’t play. I don’t care who you are, I won’t play you. If you aren’t doing your job, I won’t play you even if you think you’re the best player. You are going to get benched and someone else is coming in. You’ll come out at halftime... it doesn’t matter. WA will be the first...if it’s him not defending, he will come out... Now it’s going to be at a moment where it’s probably not the biggest game of the year, but it will happen and he will still have doubt that, “Oh boy, Coach J may pull me.”

Perfect example, last year, we played Club P’s 16s at our place and we were on a pretty good run. But both centerbacks, it was PT and WJ, they were struggling. I kept warning them about their high line, they were being a little lazy. Club P scored two goals, first ten minutes second half, and I yanked them both. We ended up tying the game 2-2 with guys that weren’t even good players. I said, “You’re out, you know me.” They hadn’t come out in any previous games and played almost every minute. So to me, you have to have that ability to...you got to follow through with what you say. But I think that’s the thing, they are all on the border of being somewhat scared of you, but more scared that you will follow through with what you say. Not scared you are going to barrage them. I think you got to walk that fine line that a kid is not going to speak out in practice or question you in practice in an inappropriate way. They got to be a little bit scared to do that or you will have the KM’s of the world. And it’s funny because I had KM in a good way and the minute he committed (snaps), he was lost.

Rob: Coach J, you spoke a little bit about reflection. Do you use any formal reflection techniques?

Coach J: What do you mean by that?

Rob: Do you keep a journal or is it pretty much you have a conversation with the assessor after the game and then you go home in the car and think about it?

Coach J: I don't write anything. I think that's something I need to do better. That's something I'm trying to force myself to do is write. Write practice sessions down. Because I'm the type of guy, I plan all my practices, but I don't always have them written down before. I don't write them down. I will spend time thinking, 'this is what I want to do today.' But I am also... I think some of my practices are... I think I adapt pretty good. If something's not really working right, I will switch and just ad lib and add something to it. "Now I got it going!" And I think to myself, 'I got to go write that one down' because that worked perfect. And I typically don't, but that's something I need to do better. I get mad at myself. I want to write some of these things down. But no, I don't... Listen, I wasn't the brightest guy. I was a two A student- probably could have been more and that was just didn't apply myself in college. But I can remember most games and this person did this. I can remember when this happened here and there so it's not... I kind of go on the fly with some of that stuff. To me, it's not all planned. I don't have anything where I am like, 'this is my belief and this is the best way to do it.' I'm not coming across saying doing it this way is the best way. That's just how it ends up being with me... I think I've been probably either lucky or I read the situations right to change the direction I'm going. I really am big on the personalities and what the attitudes of the kids are. That's the biggest thing for me is reading the faces and if they are hating the practice or what we are doing. I am going to reassess where we are at, in that point in the season. Are they hating it because this just isn't working and it's my fault? Or, are they hating it because they are just being stubborn kids that are sulking because... And at that point, I'm going to say, I'm going to ride them even harder or I'm going to break them and I'm going to get them on my side or I will change directions because maybe I screwed up. In those moments, we typically do a good job about picking which route to go. But I really take that seriously as far as reading the situation and the timeline and trying to adapt.

Rob: So how much of your coaching do you think is preplanned versus reactive?

Coach J: I would say more reactive. It's definitely more reactive. I would say I have a lot of preplanned tones, as far as, how I want to start something. But I have no problem switching something if a red flag or something's not working. But I may go into a friendly showcase event with a different tone... I'll have that planned like how am I going to approach my tone with the 16s compared to the 18s. And lots of times, it would be with the 16s, if I don't think the 16s are the highest quality, it's much more of, "Hey, everyone's getting their minutes, let's just see where we are at the end of the night. 18s, I think I have a good group, it's like, "Hey, I want to start performing..." So I'll look at the different stages of where they are all at. But I would say, I'll have it preplanned, but lots of times it just switches if it needs to be. I'm not stubborn going the same route. I'm very

big on just the performance of a game and not the result. And I know that's easy to say that, but... And that's another thing that sticks out to me about Bob Lilley. He was pretty consistent on that. There would be times when you lost a game... and most kids when they lose, they think it's a bad game. More times than not, if you put an honest effort and played well, you are going to lose a lot of games that you actually play well in and you win some games you actually play poor in.

Rob: Is it safe to say that you are focused more on the process as opposed to the end result?

Coach J: Yeah. Yeah I would say that. Until... there's going to be times... Overall, absolutely. But there are going to be times during the season, when, "Guys, the only thing that matters today is that we get the victory." Because we have lost five in a row or we are trying to get into the playoffs. Because we are trying to achieve getting to the playoffs, but at some point, you know you've got a team that can do it or you have a team that can't do it. So if you got a team that can't do it, then you are completely about getting better and the process. But like our 16s team last year, once you've realized you got a pretty good group, you're taking it in a different direction. We are going to get into the playoffs so you got to treat them differently than the 18s, who got in the very last weekend. So again, I think things can change from week to week. Flexibility and being able to adapt is very important. I've had coaches... you know? Or even Bob, who at times... in your head, you're thinking, you got to change things up, because this isn't working. Or you keep hammering, hammering, hammering us and I can see guys next to me who are quitting on you. So I think you just have to be flexible with it, especially when you are dealing with kids; they've got so much going on.

Rob: Do you think your approach would be different if you were coaching pros?

Coach J: Yeah, that's tough. I've actually thought about that when thinking about what I want to do in the future. I don't know. I think I may be suited more for college. I think I could handle more of the college stuff. But at the same time, it's a little bit tougher because I think just from playing college... Kids are there for an education, which I think they should be, so I don't know how serious all the kids are once they... I've always thought it in my head that if I coached college, I'd have a smaller roster. Because I think kids know they're getting opportunities... I've thought about that... I'm almost left for University B a couple of years ago when they, the new coach. I was in the final three for that and I was going to do that. I thought I was going to get it and once you get to that final stage, I was like, "Oh boy, I got passed this, I'm going to get it." So I was a little disappointed, but I started thinking a lot about that and when I see a lot of our kids, who end up transferring... Now I've never been in college, so I don't know all the details. But I think that's the point, if you have too many players, I'd lose some players. I'd lose some personalities. So that's what worries me that when you lose some of those kids they impact the other players, you know what I mean?

Rob: Misery loves company.

Coach J: They all sit around and complain and bitch about, “Coach isn’t playing me” and most of the other players don’t have the guts to say, “Well, you don’t deserve to be playing.” You see that a lot in the pro game, too. You’ll see more pro players say, “Stop your whining, you don’t deserve to play.” So you need that, but in college, I don’t think you would have that. I think when you have a team of 18 players on U18, U16 Academy, it’s easier to have that. But it’s also easier to give more opportunities to players, so if they fail, it’s okay because they are getting those opportunities and it’s not going to disrupt the team because players can see if they are failing. So I think that’s the difference. I think pro would be harder because I do thrive on having everyone on the same page and I think pro would be harder to necessarily get that across. I don’t know how things would work with that. But players are scared enough... These youth players all think they are all going to play in the ACC, so that carrot has already been dangled for them. They can still achieve everything, if parents didn’t tell them they can achieve everything, which they can. But there are some kids that you know that they aren’t going to, but they still believe that they are going to, so it makes it easier to coach them. So I think that style probably helps a little bit.

Rob: I was actually going to ask you. You answered my question without me posing it to you, but I was going to say what would your approach be if you were going into a brand new environment like University B. That was very interesting insight about how you would probably lean more towards keeping a smaller roster to provide more opportunities.

Coach J: I think you build trust when you give opportunities, even if they fail. I really believe that. You will see lots of our games, when we go double weekends, I’ll put seven different guys... I don’t care because it’s an 80-minute game. Games aren’t won in the first twenty to thirty minutes. That’s always the message to our guys. The guys that are starting are just getting you to the crucial point in the game. Unless they are up 4-0 at the half or down 4-0, those guys going on the field at the end are the ones that are going to win the game or lose the game. I think that builds everyone staying together. Without a doubt, I think that personality... When I was looking at college...you got to go in there and get those guys’ trust and a lot of college players don’t think they are given opportunities. Now the trick is when I get those complaints back from guys that have gone on to college, it’s... “I don’t know what you have done, you’re clearly not as good as the other guys, but what do you expect?” Like, “Hey, you goofed off all summer, you’re not ready to go.” So, you don’t know and a lot of it is probably justified, but that’s the thing. I think those players need to feel like they are given those opportunities.

Rob: The thing I think about college which is dramatically different from the Academy season is... The academy season is longer, you have 30 or something games. Whereas in college, there’s minimal margin for error because the season is so short. You have minimal amount of games and it’s all jammed into a short season. That’s the balance.

Coach J: I definitely believe it. My guess is you probably have bigger rosters because you’re not sure about some guys. Some guys probably come in and you have to kind of tryout, because it’s not like you’re giving full scholarships to everyone and you’re

picking everyone that you want. You're probably bringing in guys that weren't your first, second, third or fourth choice. I definitely understand it and that's just why for me... I honestly don't think it's about Xs and Os. I don't think that teams win because one coach is smarter than another coach. Teams win because they have better players than the other coach and they all want to play. That's how I look at it. I mean, think about it, what teams are really winning that don't have better players? You may lose a game over the long haul, but better teams are the ones that keep advancing. You may get a little bit luckier there but the ones with the better players... But you have also seen better players who don't play as a team and who don't have any cohesiveness, so they can fail. But you've got to have good players and they all have to want to play for the coach and each other. I guess that's kind of how you have to look at it, is how do you build that? Well, you build that on character. You don't build that by doing a great drill in practice; you do it by how you interact with your players. Do they want to play for you or at least you're not stopping them from wanting to play. And they shouldn't be playing because they are saying, "Hey, I want to win for Coach J." But they need to enjoy playing for you and their friends. Lots of times, players hate other players on the team because they think this player is being treated differently or this player is getting away with this. That's when they start hating each other. Here's one quote that has always stayed with me. My basketball coach in high school, he was a great coach. He would always say, "If I'm giving you bad information, but you all believe it, we are going to be a lot better off, then if I am telling you the right information and you guys don't believe me." That's always stuck with me, because that guy... I thought that guy was great, but he was a hard guy too. He was an amateur boxer. He was 5 foot 6, small guy and powerful, but he was a scary dude when he wanted to be. Basically he was like, "Hey you guys, just do what I'm telling you and we will be good. You don't have to like it, just do what I'm..." I don't want to be... But I think in some respects, he was right on. If you believe what you're doing then we are going to be in good shape. So get on the train.

Rob: When do you think that you're at your best? I not talking about performance of the team, but when you self reflect, when do you think you are at your best?

Coach J: I would say when I like the players, when I enjoy the group, and think that they are all good guys. I think it makes it much easier. Like a guy like a KM...difficult. He's rattled me, because if you had to build it to say, "You're gone" then say it, but sometimes you don't. It's easier now, but that was like the first year or two of the Academy, not all of the kids are completely dedicated because...so it's a little bit harder. I think when you have players that are somewhat challenging you, but are smart enough to kind of say the right words, where you're not a hundred percent sure you've got them read correctly, I think that's where I struggle because you don't want to punish the team, it's just hard. But that's what I think it comes down to. But if you got a good group...Probably the most fair team I've had was the year after KM, CR, do you remember that group?

Rob: Yeah, CR went to University B right? Did he transfer to University S?

Coach J: You are thinking *JB*.

Rob: Yeah, I know. But the other kid, I remember. Because the kid you are talking about was a tall, blond, target kid.

Coach J: We had two. *JB* was definitely a horse. He was a monster. But that team was in the Academy the first year as U16 and didn't do great. Okay, but they were probably like eight wins, twelve losses, pretty much an average team. I took them out of the Academy at U16 and they just played U17 Cup. At that point I said, "I'm just going to keep the team and just try to figure out how to work this stuff." And then the next year, so our U16 team next year was all younger and everyone else went older. I was like "oh boy" and that's when we got smashed. Like BD, AD, some of those guys... That year, we got smashed because I kept all the kids that were older that could have played down, I kept them in U17 because the parents didn't want to split each other. So it's still figuring it out, but that team stayed together and by the time they go to U18, that was the first team that made playoffs and placed second in the division. Wasn't the most talented group in the world, but that group, the collective of the group... They got the most out of everything. That's the year *JB* quit to go to IMG, because I think he started losing confidence, CR started scoring more goals than him and it wasn't overly bad, you could just tell... "Hey, this isn't where I need to be" and I said, "Okay, no problem, you can go..." and he left and guys were like, "What are we going to do without *JB*" but the team just kept plugging away. That was a comfortable year because we even hit some bad spells, guys had to go to proms, but they just kept trudging along. At that point, I didn't know if we were going to make playoffs or not, but it was an enjoyable experience because all the kids... BR is another one... very fun year because it was just good kids and I think that's probably why. I don't know how I would do if I was in an area, more diverse, even the Philly area, it's definitely more diverse than here. We get a certain type of kid, but some of the New Jersey areas? I don't know how I would do with kids with different backgrounds. Pretty much everyone from here is much... I wouldn't say they are all wealthy, but they are all kind of conservative, hardworking kids. I think that was Bob Lilley and that's what I want out of my teams. I like to think I could do well at other places and connect with kids, but I think it's easier for me here because I kind of like that type of kid.

Rob: You fit the culture.

Coach J: Yeah, I like that type of kid and that fits what I'm trying to do.

Rob: Do you think coaching is more of an art or a science?

Coach J: I'd say art, for sure. Well when I consider art, I'm thinking just...not flying by the seat of your pants, but I don't think there is any right answer. But what I think I'm trying to say is when I hear science and art, I think science- there's facts to it. That's what I think of. So to me...As I was saying, I think the Xs and Os are very unimportant in a game. That's why it drives me crazy when people talk about formations like, "I don't have a formation plan, this is where you're playing, and this is where you're playing, this is your job. So stop telling me about formations. I don't know. I'm going to set you up on this, draw it down on paper, and this will give us an idea of what we are trying to do." So

I think of science as far as that. I make the point to players that during the game you are going to have six, seven, eight decisions to make when you get the ball. Five out of six could be good ones. So if that's the case to me, it can't be a science if players have the ability to make decisions on their own. And that's what makes the game great and that's what makes players better than other players, what decisions are they making. And they can't memorize what I'm telling them. That's what I always tell the players, "You can't memorize what I'm telling you." You can always tell the kid when you are talking about a back four, "The ball was here, where should I have been?" I'm like, "Buddy, come on, you're missing the point. They can't split you on the inside shoulder, so you have to figure out how quick are you, how rangey are you, you have got to figure out your spacing." But you always see the kids that try to memorize what you're telling them and I say, "I'm just trying to guide you to understand why that didn't work for you..."

Rob: So guided learning?

Coach J: Yeah.

Rob: They say especially in soccer, everyone says, "The game is the best teacher." What type of coach are you? Are you more guided learning or are you more instruction?

Coach J: I would say guided. I believe, in training, you definitely have to have some technical training in it. At the older ages, I think it's more you got to get them in their...and have organized structured playing. I'm not a guy that punts the ball up and says it's 8-v-8, everyday. Rarely do I do anything like that...

Rob: Your guys are playing in a shape?

Coach J: We'll play in some sort of shape. When we do possession, anyone can do what they want, but I don't like doing possession where guys just free flow and go around. I don't need WJ being a central mid losing the ball every time, screwing everything up. He needs to play with everything in front of him; he's a center back. So we do those things and eventually you pick up the cones and just let them play. So I try to do different things like that. So I think that kind of falls more in the guided... Very rarely do I do patterns and things like that. I'll do some of that stuff. If I do patterns we need to show some shape. But to me, the patterns I do are showing "Hey, our outside back needs to me here, so we will start something here because we want to get the guy here. Here are some options for you. You need to know what your options are." Never in a game will I be like, "Hey, remember that pattern we did." You got to figure it out. They can't memorize the game. Some of kids, it doesn't...the game just doesn't click. Just like chess doesn't click for a lot of people. Some people can just pick it up and start playing like "Ah" and they can see everything and it makes sense. Soccer is no different. You got some players, I know you've had players where you just keep telling the kid and he is not seeing what you're seeing. It doesn't matter how many times you tell him, he isn't going to see it. So it doesn't really matter. The game doesn't make as much sense to him as somebody else. Some things you just can't see out there. So I think those areas are just... you got to keep

working on players, but if they can't get it, you can't keep making them feel bad about it. You just keep telling them you know...

BK is a perfect example. BK has the hardest time not just running straight. He's got the most pace in the world but if you really watch him all the time, he just can't figure out how to loop. He does it maybe one out of five times. If he does it one time, I used to think, "Ah, he's getting it." But then I'm like, "Nah, he just got lucky that time, but it's okay. Good job BK, well done!" But he doesn't get it. But I think in practices, it's more about... we do a lot of things like put some zones in there, where the back four is playing against two and you got to play the ball into the midfield three and just, "Hey, you got to figure it out, that's how the game is going to be." And then you eventually pick up the cones. But I do a lot of those types of things. I believe I can teach the players better out of games than practices. I think I get through to players much better during games than I do in practices like when the games going on to make a point to the guys on the bench. I would without a doubt much rather...give me three games with a brand new team early on and I will break habits of kids very quickly with a back four or what not to do. I think you can paint the picture a little bit better when you're on that big field and it will make sense to them about how kids should be pinching-in in midfield because the minute they are pinched-in and won a ball on the blind side of a guy in midfield that turned into him, you know that positive reinforcement right there, I think starts settling in with guys. You can't always show that stuff in practices. That's not applicable. So I'd definitely say out of games. That's not being lazy, I just think I teach better out of games and scrimmages, and those types of things.

And the other thing I would say, rarely if I'm trying to get something across... I'm much more focused on players not with the ball. Sometimes, I miss a lot of our goals because I'm watching how the centerbacks...If we're attacking, what are my two centerbacks doing. Because on-the-ball, I don't think that's my job as a coach to help people when they are on the ball. That goes back to saying it's their choice, I can't make Joey Julius a better attacker. He's got to use his instincts as a player to decide what is going on around him. So I'm much more about watching what someone is doing when they don't have the ball. What's the right mid doing when the ball is on the other side of the field, and helping those guys out. I literally have missed goals because I'm worried about other guys on the field or using the information of what's going on, on the field with guys on the bench. I spend more time talking to guys on the bench.

Rob: Coach J, this has been great. Is there anything else you want to add? Is there anything we didn't touch on today?

Coach J: No, no I don't think so.

<END OF INTERVIEW>